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"The Alternative Christian College"



WHITWORTH
HERITAGE
COLLECTION

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FOR REFERENCE

Do Not Take From This Room



SPOKANE, WA. 99251

WHITWORTH CATALOG 1977-78



Every college has its distinctive signature or trademark—a phrase that sums up the qualities of the people and the place. Some institutions are known for a particular department: engineering, agriculture, journalism. Others are regarded in non-academic terms: a football college, a party school. Some are known by religious connections; Christian colleges are Presbyterian, Methodist, Lutheran, Catholic. And still others are regarded according to religious stripe: very conservative, conservative, liberal.

So where does Whitworth fit? What is Whitworth's trademark?

Well, we're known for our outstanding music and English departments among others. And we're highly regarded for our graduates in teaching and ministry careers. Others see Whitworth first as a "caring" and "personal" college. And, yes, Whitworth is a Presbyterian-related Christian college, but the "conservative" and "liberal" tags don't fit very well. And that's really why the *alternative Christian college* trademark belongs to Whitworth.

What, then, does a student find at Whitworth? Since this entire catalog was designed to help answer that question, I can't hope to do it in two or three introductory paragraphs. But, by way of summary, this is how I see Whitworth College:

(1) The presence of a faculty and staff who are openly Christian might be misunderstood as a signal that Whitworth tolerates and promotes only a certain kind of "acceptable" brand of Christianity. This is not the case. Our faculty are not at all of one mold, denomination or doctrinal position. Yet Christ is at the center of their lives and of the college, influencing the teaching, counseling and quality of life here.

(2) The absence of lots of parental rules here might be mistaken as a sign that "anything goes" at Whitworth. Not so. What does "go" is a sense of caring for each other, a closeness of community, diverse styles of Christian living, shared decision-making, and quite a lot of tolerance of differences.

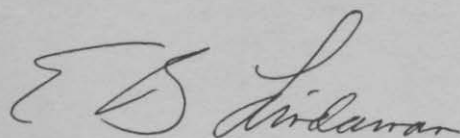
These two qualities—commitment and openness—blend at Whitworth to distinguish a college experience that is realistic and challenging: students make real decisions, their lives touch the off-campus world as well as the academic sphere, their teachers model varied

Christian styles, and they encounter sufficient diversity to formulate and test personal values for all of life.

We don't know any other Christian liberal arts college that's like us, so we say, "Whitworth is the alternative Christian college."

But these words are no substitute for an exploratory walk across campus, visiting personally with our professors, or sensing for yourself the unique and exciting qualities of going to college in the midst of the Pacific Northwest's lakes, ski slopes, mountain trails and gentle merging of city and farmland.

If we arouse your curiosity, spark interest, or affirm your desire to live four very important years with us, please let us know. Write or telephone me, our admissions counselors, or the appropriate department. Or visit us on campus. We're certain you will find that Whitworth offers one of the most attractive and effective college programs anywhere.

A handwritten signature in cursive script, reading "E B Lindaman". The signature is fluid and elegant, with the first letters of the first and last names being capitalized and prominent.

Edward B. Lindaman,
President

Whitworth Is . . .



WHITWORTH IS . . .

A unique and distinctive college, Whitworth is attractive and dynamic because of the particular blending of characteristics of modern higher education:

(1) The professionally competent faculty represents a broad spectrum of political, social and religious persuasions, and life styles, but they are united in commitment to Jesus Christ.

(2) The quality innovative academic program relates the liberal arts to specific areas of competence.

(3) The total campus environment encourages multiple dimensions of development toward maturity, health, and leadership.

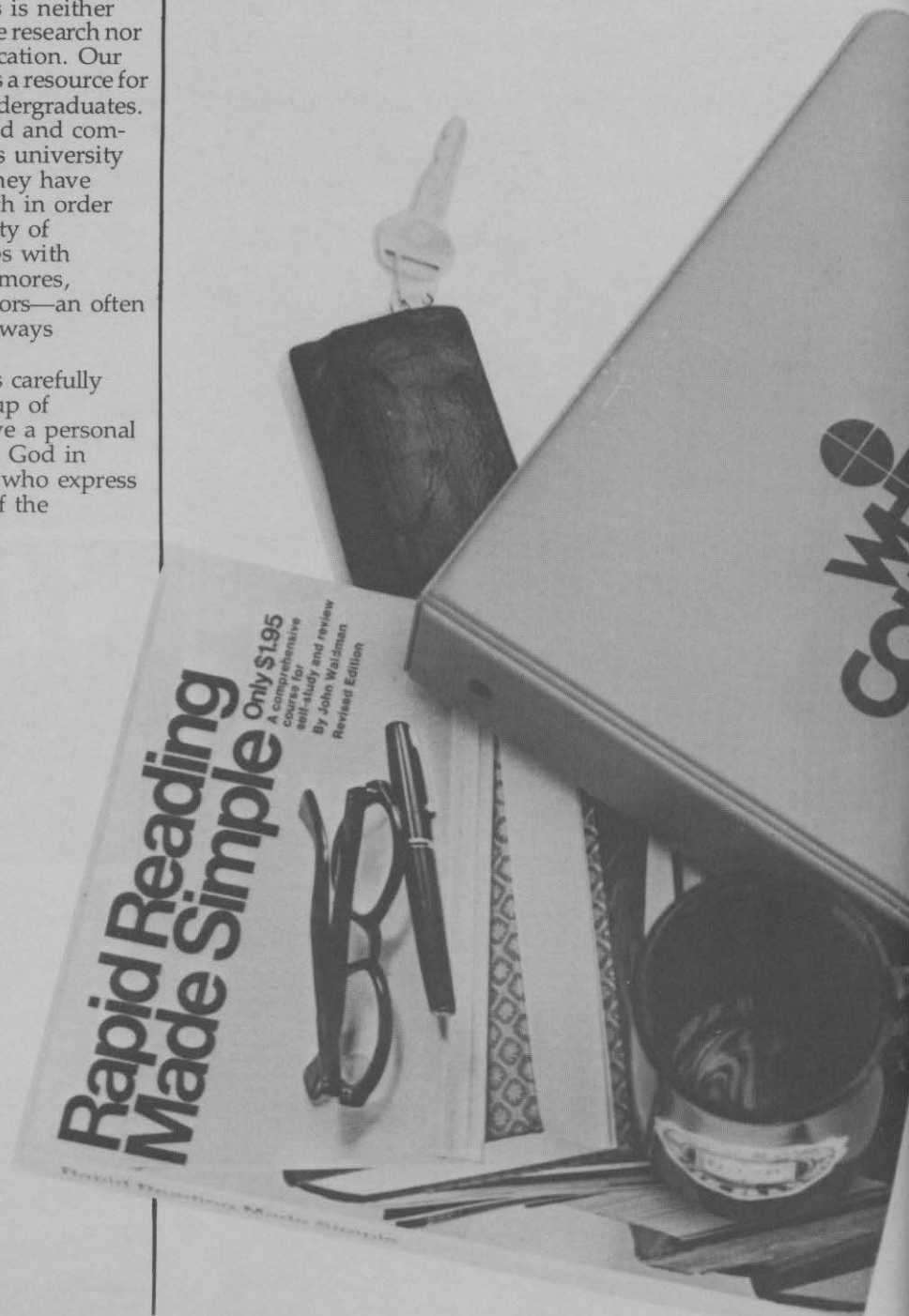
Together, these qualities mean that Whitworth is different from most Christian colleges: We encourage both faculty and students to examine, experience and express the significance of Jesus Christ without strong pressures to conform to any narrow orthodoxy or life style.

These words take on meaning when one looks behind the abstractions. So let's consider the dynamics of each characteristic:

I. Our best, our most significant resource for students is our faculty — not just as professors, but as Christian adults. They are "sharing scholars," sharing their scholarship as they continue to learn and apply their academic disciplines to the changing world. But, even more, they share their lives, their faith, and commitments with undergraduate students. And this is far more unique than the public realizes.

Whitworth is a college designed for undergraduates, not a university. Our faculty's primary business is neither directing graduate research nor writing for publication. Our faculty above all is a resource for the growth of undergraduates. They are prepared and competent to serve as university professors, but they have chosen Whitworth in order to have the quality of close relationships with freshmen, sophomores, juniors, and seniors—an often frustrating but always rewarding role.

Whitworth has carefully assembled a group of scholars who have a personal relationship with God in Jesus Christ and who express this in and out of the



WORTH



classroom. Our large chaplain's office coordinates and sponsors a wide range of activities, but it is the commitment of the entire faculty, not just a small segment of the community, that maintains the significance of Jesus Christ in all phases of life at Whitworth.

Because the college is centered in Jesus Christ rather than a particular Christian doctrine or point of view, we have attracted a wide range of faculty who easily relate to students, regardless of where students are in their personal journey of change and growth. And, importantly, students can experience for themselves both the diversity and yet unity which are hallmarks of the evangelical Christian church.

II. As they were 50 years ago, residential liberal arts colleges are the finest

preparation available for vocational success as well as a rich personal life. An impressive percentage of the leadership in our nation is a product of such colleges. This does not mean, however, that the liberal arts curriculum of the 1960's is adequate for the 1980's and beyond.

To ensure that the curricula of today is adequate for



tomorrow, we have identified fourteen basic competencies that we expect of our graduates—competencies which enable them to move with confidence into the challenging and complex world of the future. On page 31 you will find these competencies listed in conjunction with our graduation requirements; in this way we gauge how well students demonstrate the achievement of the basic competencies during their years in residence.

Since we identify our graduation requirements as competencies rather than simply required courses, adults who have gained some of these competencies through non-school experiences may move quite rapidly toward a Whitworth degree.

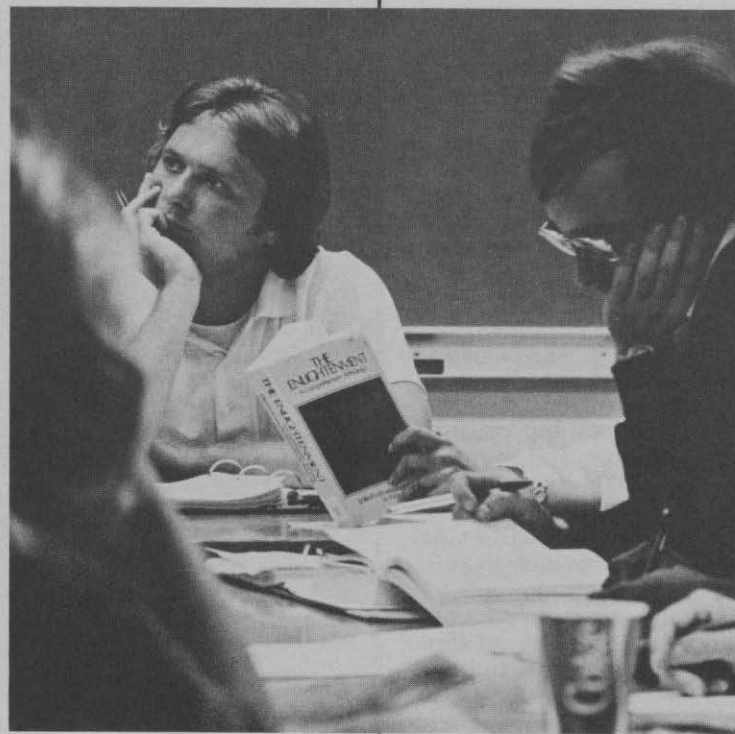
Competency goals provide students with a clear rationale and motivation for their academic work. There's far less mystery about what one will gain from a liberal arts education to prepare for meaningful careers and responsibilities in society. To this end, we are matching up the great intellectual traditions of the liberal arts with specific competencies. As a result we may declare to society at large with greater confidence than ever before that our graduates are prepared and competent, for they have demonstrated their competence in specific, practical terms prior to graduation.

III. College is much, much more than the academic program. Unfortunately, mass produced education tends to ignore this fact, and now the demand is growing that college graduates do more than pass exams. Residential colleges have the tools—

in the residence halls and extra-curricular activities—to nurture experiences and learning which may well be just as important as the specific kinds of competence fostered in the classroom.

For several years Whitworth's student life program has complemented and supplemented the academic program and is being widely copied by other colleges. What do students think? Even after building six new mini-dorms, we still have a large waiting list each fall term of students who want to live in the challenging, exciting residential campus community.

Should dormitory living contribute to the maturation process? Emphatically, we at Whitworth say "yes!" Our students make their own decisions, very much as adults do in society, feeling the same responsibilities toward law and ethics as they will do when they leave the campus. Because responsible decision-making is learned, our entire residence hall system is geared to the quality of our resident counselors and their ability to assist students in the "process" model of deciding their residential rules and policies. Our resident counselors are

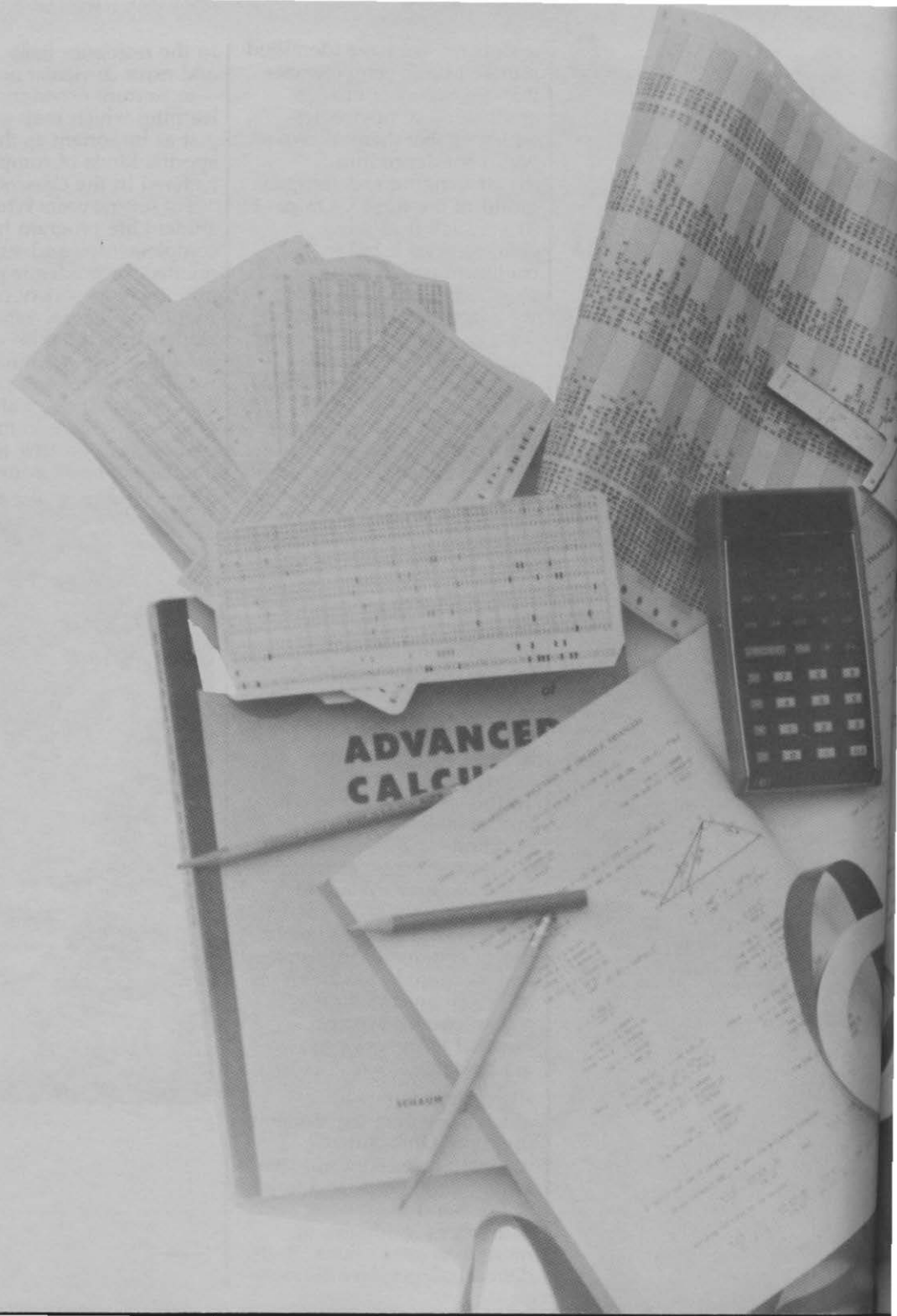


well trained, holding master's degrees in counseling psychology and experience working with college students. And they are full time in their jobs. In an open and flexible environment, they are closer to and more influential with our students than ever before.

Through carefully designed experiences and processes, students learn the crucial lessons of law, integrity, and responsibility-in-freedom that have been so tragically missing in the nation in recent years. While many of the now discredited government officials were graduates of the most prestigious higher educational institutions, and their academic transcripts were impressive, they somehow missed a key ingredient which Whitworth emphasizes: Experiences designed to support the personal commitment of students to a strong and realistic system of values, and achieving a pattern of action and behavior which expresses integrity and personal responsibility. As a faculty and staff, we find our Christian faith is the major resource in this process, but we affirm other resources and approaches that are present within our student body.

The Whitworth residential experience provides an ideal setting for students to explore the significant moral and value issues of our time. The process of student life is real life, not an imitation, and in the atmosphere of genuine freedom and openness there is loving support from faculty and staff.

Briefly, then, Whitworth brings together on one campus three strong and distinctive features: (1) a professionally competent



faculty—attractive, warm, committed Christian adults—primarily interested in sharing themselves with undergraduate students: sharing ongoing scholarship, sharing widely ranging values and perspectives, and sharing their personal commitment to Jesus Christ; (2) a liberal arts curriculum clearly based on practical competencies which are important in responsible leadership roles—in the home,

church, and vocational world; and (3) an open residential environment linked to the academic program and carefully designed to enable students to work through the development tasks involved in becoming mature adults with personal values and faith, integrity, and a sense of responsibility so their lives make a difference in the world.



FACTS IN BRIEF

Founding & History: Pioneer educator and Presbyterian pastor George F. Whitworth founded Whitworth near the shores of Puget Sound in Sumner, Washington, in 1890. Ten years later the fledgling college was moved to Tacoma, and then in 1914 Spokane realtor and mining man Jay P. Graves offered a site for the struggling college just north of the Spokane city limits. In Spokane, the church-related college slowly grew to an enrollment of 250 in the thirties, then grew rapidly in the post World War II era—reaching an enrollment of more than 1,200 students and constructing many of the buildings now on campus. After leveling off in the sixties, the college began to grow again in 1970. Over the years, Presbyterian pastors and lay leaders in the Northwest have overcome tremendous financial obstacles to keep Whitworth alive and growing. The principal resource for this sustenance is Whitworth's proud affiliation with the Alaska-Northwest Synod of the United Presbyterian Church, U.S.A.

Accreditation: Whitworth College is fully accredited by the Northwest Association of Secondary and Higher Schools as a four-year liberal arts college with an unqualified membership in that association. It is also a member of the Association of American

Colleges and the Presbyterian College Union, and is on the approved list of the American Association of University Women and the National Council on Church-Related Colleges. The college also is accredited by numerous specialized agencies.

Administration: Edward B. Lindaman, a veteran aerospace executive and an active Presbyterian layman, became Whitworth's 19th president in January, 1970. A 42-member Board of Trustees governs Whitworth.

Enrollment Fall 1975:

	Full-Time	Part-Time	Total
Freshmen	336	18	354
Sophomores	331	15	346
Juniors	270	28	298
Seniors	252	31	283
Graduates	85	115	200
Night School (fall '74)	-	318	318
Summer School (1974)	-	832	832
	1,274	1,357	2,631

Student Profile: About 18 percent of Whitworth students are from Spokane, another 28 percent from other areas of Washington, 26 percent from California, 5 percent each from Hawaii and Oregon, 3 percent from Colorado, 13 percent from 35 other states, and 2 percent from 16 other nations.

Student Aid: Last year, Whitworth students received more than \$600,000 in scholarships and other financial aid from Whitworth and more than \$750,000 through Whitworth from federal and state sources. Recipients of aid include about half of the student body.

Faculty: In the 1976-77 year, the faculty was comprised of 69 full-time members, with 48

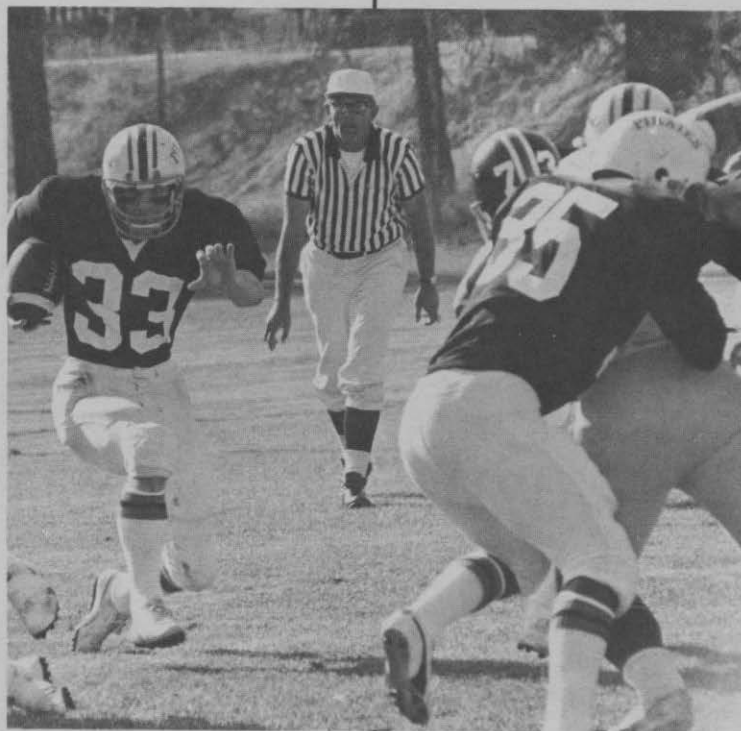
holding earned doctorate degrees. About 39 other persons teach part-time.

Degrees: Whitworth awards over 300 degrees annually, with about 80 percent bachelor's degrees and the remainder master's degrees in education, religion and applied behavioral science. The college has granted more than 7,100 degrees in its 86-year history.

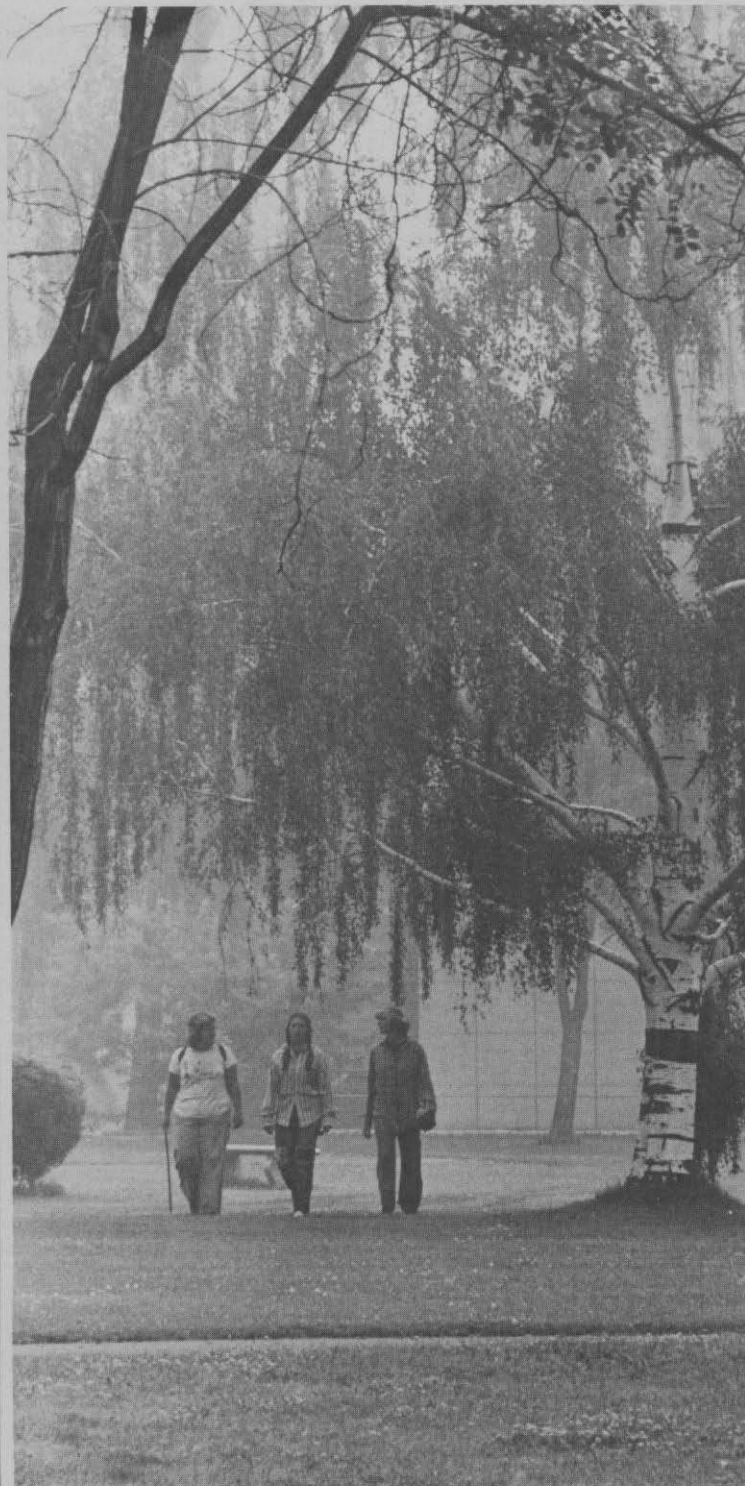
Campus: The 200-acre campus and more than 40 buildings are valued in excess of \$10 million. Whitworth's 15 dormitory units have nearly 1,000 beds. These range from historic McMillan Hall, constructed in

1914, to six modern cottage-like dorms. Main buildings include Cowles Memorial Auditorium, Harriet Cheney Cowles Library, Schumacher Health Center, Eric Johnston Science Center, Dixon Hall, and the Whitworth Fieldhouse. A new \$1.5 million music building is now under construction and will be ready for use in 1977.

Library: Currently the library collection includes in excess of 72,000 books and bound periodical volumes, musical scores, documents, and microfilms. Cowles Library, through a W. K. Kellogg Foundation grant, is linking up to a national network







providing computerized information retrieval.

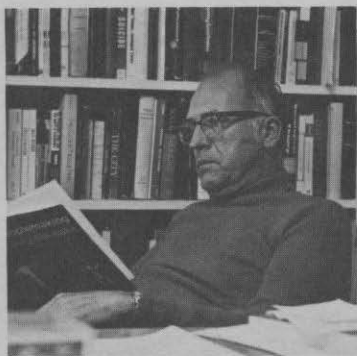
Budget: Whitworth's annual operating budget approaches \$6 million. The college endowment of \$5 million includes about \$2.5 million in deferred giving contracts.

Equal Opportunities:

Whitworth policy is to provide equal educational opportunity for all students and applicants. The college is subject to the federal requirements of non-discrimination contained in Title VI of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and Sections 799A and 845 of the Public Health Service Act. Anyone who feels subjected to discriminatory treatment at Whitworth on the basis of race, color, national origin or sex may contact Herbert Stocker, Personnel and Administrative Support Director, in McEachran Hall. He is responsible for the investigation and resolution of complaints. If desired, direct contact can be made with the Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

The Faculty . . .





THE FACULTY

Sixty-nine faculty members form the core of our instructional staff, and forty-eight of these hold earned doctorate degrees. Many of our faculty with master's degrees, particularly those in the fields of music, art, journalism, and physical education, have professional experience or other expertise comparable to a doctoral degree. In addition to the sixty-nine regular faculty members, we have ten full-time and approximately thirty-nine part-time faculty who supplement the core staff to give us an equivalent of ninety-one full faculty positions. The doctorates of our faculty members were received from a number of leading universities: Arizona State, California, Cincinnati, Claremont, Colorado State, Columbia, Cornell, Drew, Edinburgh, Georgia, Illinois, Indiana, Minnesota, Michigan, Michigan State, New York, Oklahoma, Oregon, Oregon State, Pennsylvania, Princeton, Rochester, Southern California, Stanford, Tennessee, Tufts, Washington, Washington State, Wisconsin, and Wyoming.

Of equal importance with professional competence is the fact that our faculty chose to teach in a liberal arts college rather than a university. This means that their primary motivation and reward center on serving as resources for undergraduate students. This is an increasingly attractive characteristic of independent colleges. To teach effectively, our faculty must be generalists as well as specialists, relating their own specialty to the other undergraduate disciplines and fields of study. Our faculty includes recognized scholars, professors with a richness to

their intellectual perspective that attracts students into majors and vocational preparation related to their departments. Many of these become involved in the healthy controversy of an alive campus, and their questions penetrate the myths and complacency of the status quo.

Above all else, it is the theme of Whitworth that provides unity in the midst of diversity. A shared enthusiasm for Jesus Christ binds the youngest Ph.D. with the most senior member of the faculty. They express this enthusiasm in many different ways — membership in a whole spectrum of Christian denominations (including the



“underground” church based in homes), by varied political affiliations, and contrasting life styles and cultures. Thus students are more impressed with the uniqueness of the Christian faith than they are with the less significant cultural differences found among Christian people.

Students—many of whom are not Christian in their personal faith — are attracted to this faculty because of the clear and attractive commitment they express. Our faculty are not apologetic or defensive about their values and beliefs. At the same time they are careful to avoid pressuring students simply to imitate faculty values. In short, the college provides an ideal atmosphere for a student to examine the ethical and religious issues that are important to him or her, and individually choose the values and beliefs that form the basis of one's life and commitment.

But who are these faculty? Let us introduce you to a representative sample:

F. DALE BRUNER

It was the first class for the new religion professor, Dr. F. Dale Bruner. As he outlined the coming term, eighty students were aware of both painstaking preparation and exciting prospects. They were enthralled, and when he'd finished precisely at the end of the hour, they did something unprecedented. They applauded.

Later in the semester, when the same class was in the midst of an absorbing discussion as time was running out for the day, Dr. Bruner said, without preamble, "Why

don't you all come over to my house for dinner this Friday?"

Someone had the presence of mind to point out that there were eighty in the class.

"Oh, well, then," said the young theologian, "forty of you come on Friday and forty come on Saturday."

It was the night before registration for the Spring

Term, a snowy night in early February. A determined student, nevertheless, lugged his sleeping bag to the fieldhouse and spent the night there to make sure he'd be in line to sign up for a class from Dale Bruner.

Such is the impact of a gentle, unassuming man who before coming to Whitworth

in 1975 had spent 11 years teaching at a seminary in the Philippines under the auspices of the Commission on Ecumenical Missions and Relations of the United Presbyterian Church, USA. Bruner, who is in tremendous demand as a speaker, has the gift of translating Biblical material into powerful contemporary images. His years in the Philippines led him to develop a blackboard style using stick figures to diagram his points. He chalks away, throwing asides to the class and talking to himself, mixing humor and deep concepts.

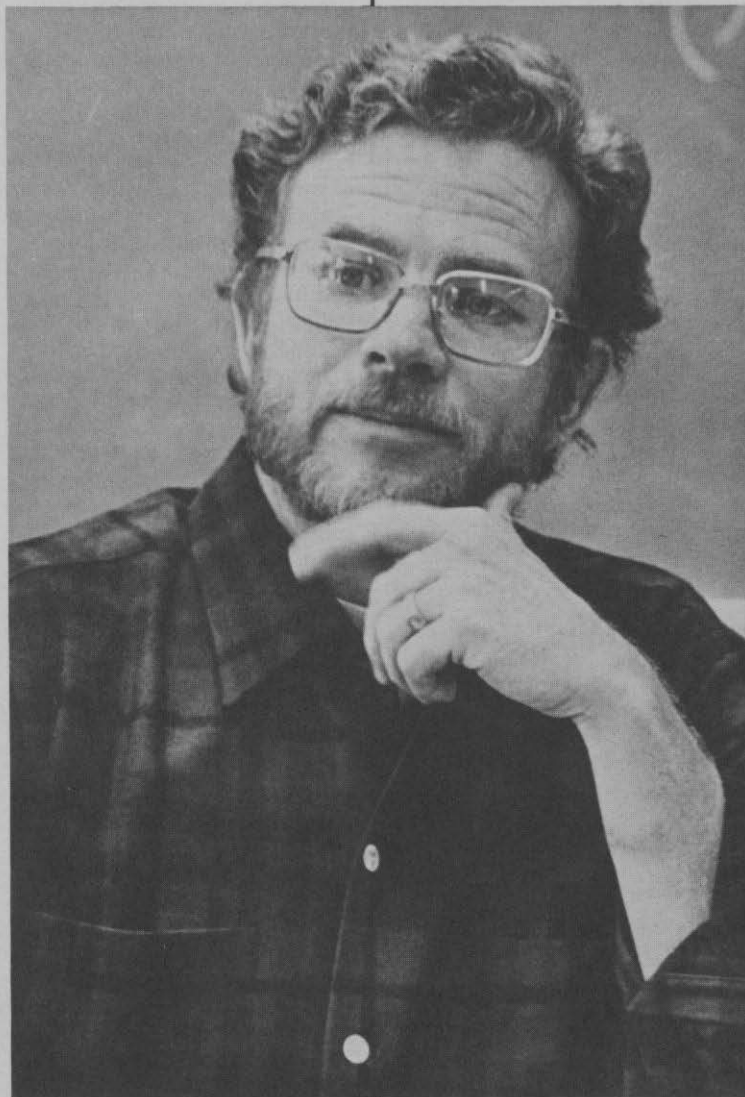
"He makes Jesus Christ a real, live man," a student remarks.

His book, *A Theology of the Holy Spirit*, published in 1970 has been widely acclaimed, and he's hard at work on a second, "A Theology of Jesus Christ," based on the book of Matthew.

"It may go on to two or three volumes," he says.

Dr. Bruner received his bachelor of arts degree from Occidental College, his master of divinity degree from Princeton Theological Seminary and his doctorate in theology from the University of Hamburg, Germany.

Dale and Katherine Bruner have two sons, Frederick and Michael.





PIERRETTE GUSTAFSON

After more than 20 years in the Northwest, Pierrette Gustafson still misses swimming in the warm waters of the Mediterranean in her home town, Nice, France.

Mrs. Gustafson brings an authenticity to the study of the French language only a native could offer. And she believes very strongly that her students should learn more than just the intricacies of the French verb.

"I think learning a foreign language should be a total experience. I want to make the language alive for my students. I want them to speak French from the first day, and I want them to get a feel of the French culture. I try to make the people of France, with their different values and lifestyles, believable and human to my students."

And she goes to unusual lengths to accomplish her goals. Classes are invited to her home for dinner, which students may help prepare, while conversing only in French. Twice a year she takes classes for a weekend campout at a lake, again to speak exclusively in French. And she's designed a January Term experience for second year students that has proven highly effective. For the entire month the group spends every class day together, in a campus apartment, living there except for sleeping. They read and discuss French newspapers and books, receive French guests, see French movies, cook French foods, and sing French songs around a basket of popcorn. It works so well, students say that they experience culture shock when they return to their

dorms.

Mrs. Gustafson is willing to devote this kind of time and energy to her classes because she "fell in love with teaching" after she was drafted into the crash foreign language program that accompanied the post-Sputnik space race.

Later she began teaching a few classes at Whitworth and stayed to become a full-time faculty member because "we're fortunate to have students who are very responsive. They seem to come from homes where they've been taught openness. They're remarkably free from social hang-ups. I find that precious."

Mrs. Gustafson earned her baccalaureate degree in Nice.

She and her husband, Gary, enjoy hiking in the hills around Spokane, and they're both foreign movie buffs. Pierrette loves to cook and enjoys studying painting.

Her current pet project is designing a class for non-language students who want to learn about the French culture. It involves role-playing, video tape replays, and discussion of how well the 'actors' caught the spirit of the French character. Mrs. Gustafson believes the approach would work well for other language teachers, giving them a new way to present their subject matter.

She speaks strongly against the decline in emphasis on learning foreign languages. "As the world is shrinking, it's a big mistake to assume we can travel everywhere with only English."

LEW ARCHER

"I'm a generalist," Lew Archer says. "I don't believe in being intense about anything."

He was intense enough, however, to spend a year painstakingly applying the principles of literary criticism to the entire Bible to produce his book, *The Bible as Literature*.

"It was a great adventure," he avowed. "There were many new discoveries. I was surprised to find that the literary criticism method worked so well. When I looked at a passage as literature, and placed it in the context of the culture of the times, if a new or deeper meaning emerged, that gave me a good feeling. Only the details of putting it into book form were boring."

Dr. Archer is back in the classroom of the Whitworth English department where the non-intense generalist likes to stimulate student's own initiative.

"What concerns me most is leading students into interests of their own. I like to see this growing and expanding from the freshman to the senior year. I try to be non-authoritarian, so that students are forced to discover for themselves what they want to learn and what they need to achieve it. Their interest in basic competencies—reading, writing and interpretation—increases when they need them to reach their goals."

Dr. Archer earned his bachelor's degree in humanities at the University of Denver, and a bachelor of divinity

from the Pacific School of Religion, majoring in religion and education. He holds a Ph.D. in religion and literature from Drew University, New Jersey.

A colleague describes the tall, rawboned scholar as a "Renaissance man—an intellectual who touches life in many ways, exploring the rich variety of his world, and enjoying incongruities."

Dr. Archer spent two years as a missionary in South Africa and Mozambique, teaching Africans to read and write in their own language.

Time off these days finds Dr. Archer swimming, jogging (but not intensely), gardening or building a piece of furniture.

"After some hard thinking, I need to grub in the dirt or pound nails to express myself in another way."

He's also a model railroad fan. "I had a nice childhood, and I want to hold onto part of it. I just never outgrew model trains."



DICK EVANS

Dick Evans holds the degree "Doctor of Music", but "Philosopher of Music" may be more accurate, for he is deeply philosophical about the value of music in one's life.

"Music is an aesthetic dimension of being fully human," says Dr. Evans. "It offers stimulation to both our intellectual and emotional being. I think it is a very valuable part of the college's goal of human development."

As new chairman of the Whitworth music department, his plans are in keeping with his philosophical convictions.

"We need to develop the analytical and creative aspects of music," Evans says. "Of course we won't de-emphasize performing, but we want to encourage listening and composing as well. Our elementary education curriculum is the first place to address this.

"I also want to see us move into the entire world culture of music. We've been too bound up in the Western European conservatory tradition. We need to be open to new developments and music from

other cultures. The Beatles began introducing Eastern influences into their music and we found it refreshing. Music is a changing art and we need to learn to respond to those changes."

Dr. Evans was a pioneer in bringing jazz into the academic curriculum. His Jazz Ensembles have studied under famous-name jazz greats in the per-

formance meccas of San Francisco.

"Jazz is the only truly American music," Evans believes, "and it is the most complete music because the jazz musician creates, performs and listens all at once. That combination is unique to jazz."

An interdisciplinary course exploring the arts in their inter-

relationships is also among Evans' plans.

"All fine arts share certain common concepts. All stimulate the senses. All have line, color, tone and rhythm."

Dr. Evans graduated from Wheaton College and earned his master's degree and doctorate from the University of Oregon. He's director of the choir at Northwood Presbyterian Church in Spokane.

Dick and Lottie Evans have two sons, Bruce, 5, and David, 3, an adopted Korean. They like to camp and travel, and Dick enjoys "therapeutic" gardening and a distant interest in aviation—listening to aircraft transmissions on a radio receiver.

Another important interest of Dr. Evans' is what he calls relational theology.

"I'm very interested in relating Christianity to everyday life—what Martin Luther calls 'bringing God's grace to one another'."

Perhaps it is that interest that leads to Evans' approach to teaching.

"I look at everyone in the education process as a scholar. Student or professor, we're all learning colleagues."



MARY ANN GRAFF

When Mary Ann Graff became Dr. Graff people finally stopped assuming that she is too young to actually be a psychologist. With her thirtieth birthday still a ways off, Dr. Graff is indeed a psychologist, pursuing her profession on three fronts—teaching, research and counseling.

In the Whitworth psychology department, teaching is as demanding as being a student. The program is based on carefully defined competencies which each student must achieve and which faculty members measure with non-objective testing methods and report through exhaustive written evaluations.

"Our system is very time-consuming," Dr. Graff explains, "but I find teaching very satisfying. I like the close contact with students. I'm really impressed with the quality of our psych majors. We get exceptional students to begin with, and they receive rigorous training. I think most of them know more than I did in graduate school."

Teaching duties have not caused Mary Ann to forsake research, however. As a member of the Women's Task Force of the college, she directed a series of studies on academic advising that resulted in a seminar on the subject for Whitworth faculty.

To round out her career, Dr. Graff works at the Spokane Community Mental Health Clinic as a counselor.

"I wanted to expand my experience in counseling," she says, "and I wanted to get to know Spokane from another perspective besides Whitworth."

Mary Ann came to Whitworth from the University of Minnesota where she was an instructor while working on her doctorate in counseling. She's a graduate of Macalester College, St. Paul, Minnesota, and has worked on research projects in Scotland and Mexico.

At the end of graduate school, Mary Ann found she had a disciplined mind and a neglected body, so she took up running. She now logs from three to 10 miles a day, often working out with the cross country team, and

sometimes with her husband, Terry, a former professional football player, now a member of the Whitworth physical education department.

"Running is the only sport we can enjoy together," Mary Ann admits. "He's too competitive at everything else."

The Graffs also share a newly-acquired fancy for antiques started by their inheritance of Mary Ann's grandmother's furniture, and the purchase of their first home, which they share with a pair of irrepressible Afghan hounds.



G. WILLIAM BENZ

Into a phone booth steps Dr. G. William Benz, scholarly Soviet affairs expert of the Whitworth political science department and out steps sweatsuit-clad Bill Benz, Super Sport! Both the professor and "jock" share a common passion—working with college age students.

"Teaching can consume you, especially if you're like me, no good at saying 'no'. But students give you the food that keeps you coming back. I really like the classroom, and I really like the students, and that preference is looked on with

favor at Whitworth. That's why my enthusiasm for teaching here is high," Dr. Benz declares.

Bill Benz is probably the most faithful participant in the intramural athletic program. If there's no faculty team, he joins a dorm team from football right through to baseball.

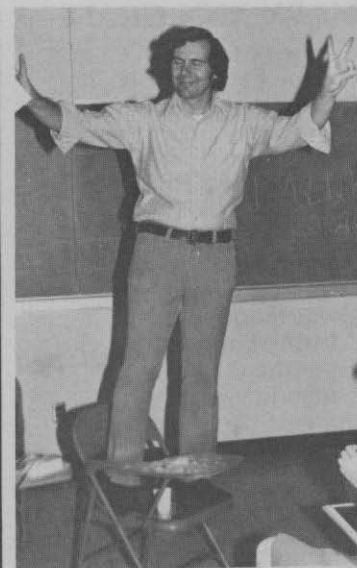
"It's a chance to enjoy the competitiveness of athletics and relate to students in a relaxed environment," Benz says.

Through work in Naval Intelligence and the State Department, he developed an interest in the Soviet Union, and returned to school to earn his doctorate in Soviet Foreign

Policy and International Relations from Fletcher School of Law and Diplomacy at Tufts University.

After nine years' study of the Soviet Union, Benz finally traveled there, and became a firm believer in first-hand experience. Now he takes Whitworth student groups to Russia early in their learning process.

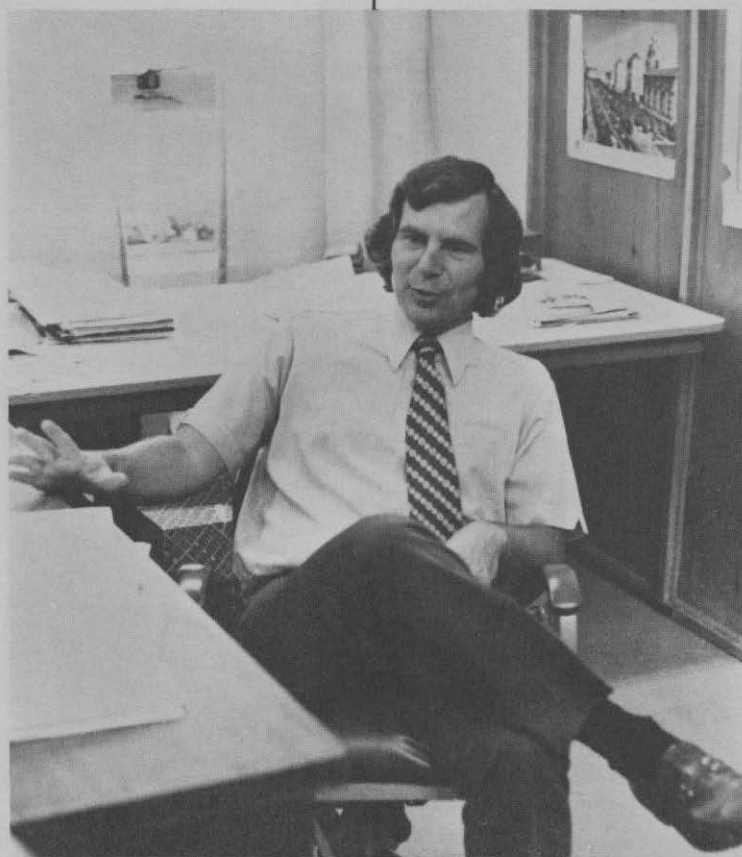
"I'm an avid believer in Whitworth's 'other culture' requirement. Only experiencing another culture lets you fully understand your own. We all need to see how other people deal with the same questions we face and



come up with decisively different answers. Only then do we stop assuming that our own answers were obviously the right ones. We need to see that the questions are essentially the same but the answers vary widely."

Benz' political science students can also join him for an annual study tour in Washington, D.C.

Bill finds time to coach the high school varsity baseball team at St. George's School, and becomes a housepainter during the summer months. He and Gerry Benz have four children ranging from 18 to 3, Stephen, David, Matthew and Kristina.



SHIRLEY RICHNER

"I love this life," Shirley Richner said after sealing up the day's fourth batch of strawberry jam. "I'm content pulling weeds and digging in the garden." No wonder. The garden is located on a scenic green prairie overlooking the Spokane Valley, where the Richners enjoy rural living.

"But I'm always anxious to get back to teaching, too," she added.

Dr. Richner brings a cheerful enthusiasm to everything she does, and in her teaching career this translates into a steady stream of fresh ideas to improve the already high quality of the teachers produced by the Whitworth education department.

Typical of those ideas is giving sophomores a taste of actual classroom experience, so they can find out early whether they enjoy teaching.

"We wanted to avoid having students discover in their senior year when they begin student teaching that it's not for them," she explains.

"It also helps us determine who's likely to be a good teacher. With teaching jobs becoming more and more scarce, the field requires earlier excellence. I think Whitworth has an advantage in that our students come to us with good backgrounds from teaching-related volunteer work. I think we start as much as two years ahead with this kind of student.

"Another strength of our program is that our students major in something besides education. This expands their career options, and we know by experience that liberal arts studies develop human potential so that they have more to give as teachers."



Dr. Richner began as an elementary school music teacher, and she continues to use those skills to teach music students how to teach music in the classroom, using classes at nearby Whitworth Elementary.

"It's a treat for me to get to teach primary grades and college students at the same time. It's the best of both worlds."

Dr. Richner is a graduate of Texas Western College. She holds a master's degree in education from Whit-

worth and has recently earned her Ph.D. in elementary education and music education from the University of Idaho.

She directs the 100-voice choir at Spokane Valley Methodist Church, and with her husband, Don, a building contractor, and youngest daughter, Janet, has been working her way north on the Pacific Crest trail of the Cascade Mountains, spending as much as two weeks at a time living out of a 24-pound back-pack.

DAVID HICKS

Dave Hicks is comfortable lecturing to a large class about "Good Health and How to Keep It," but he spikes his teaching with ornithology trips to Whitworth's pristine Ragged Ridge, climbing volcanoes in Central America, and inviting Nigerian students into his home to prepare their favorite meals.

A blunt and provocative speaker, Dr. Hicks also is

affectionate and close to his students. His style is eclectic, ranging over a variety of disciplines but centering on what has come to be known as human ecology. "Quality of Life" is a favorite topic of Dave's and it invariably fits into his class plans.

"Helping students examine new options and ask tough questions is what teaching is all about," he says. For the popular Good Health course he had to lecture more

than he liked ("it's hard to get good discussions going when you've got a hundred students") and, with typical thoroughness, he researched both the fads and scientific breakthroughs in the relatively new health field to produce an eye-opening survey of diet, exercise, potentials of the human body and environmental effects.

Dave's major field is zoology. He's an expert on ornithology

and marine biology, and with Whitworth students he pursues his subjects from the waters of Puget Sound to the diverse terrain of Guatemala. But it is his outspoken espousal of good health and environmental practices that has led to his appointment to several panels and commissions for the State of Washington.

Hicks lives as he believes, ever since "I found myself completely out of shape after graduate school. I swore never to be like that again."

He started running, a few laps at first, and pushed himself up to marathon distances. He's been known to leave a gathering ahead of the others so he can run home while everyone else drives.

"Good health is a life-long attitude," he declares. "Our God-given bodies are entirely adequate genetically. We have diverse opportunities for recreational exercise. Our own resolve is what's needed to fulfill our genetic potential. The medical care system can't do it for us. In fact, with proper care, we'd have very little need for medical care."

Dr. Hicks earned his bachelor's in biology from Cascade College, Portland, Oregon, a master of science in zoology and a doctorate in ecology from the University of Georgia, Athens.

Dave and Janet Hicks have three children, Alan 20, Brenda, 16, and Cheryl, 14.



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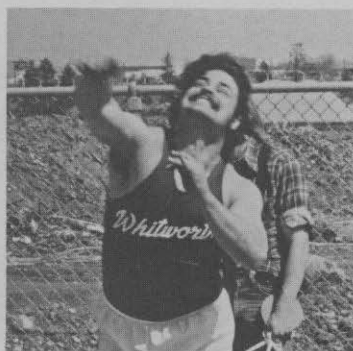
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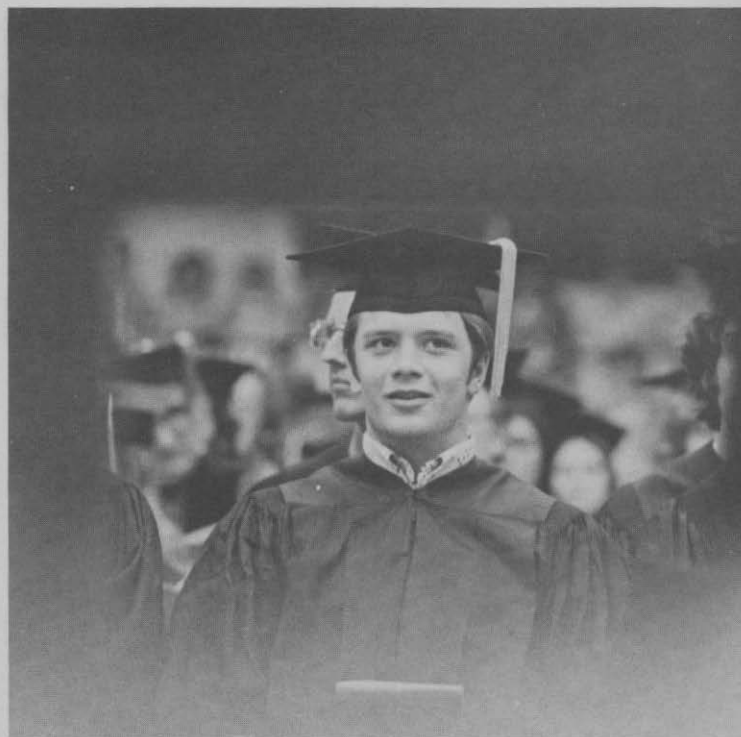
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Academic Program . . .



ACADEMIC PROGRAM

We believe undergraduate education must lead beyond content to competency. If colleges are to prepare our students for the yet undefined vocations of the 1980's and beyond it is not enough to teach them specific information. They must have the skills and competence to acquire new information on the job, evaluate the information they obtain, and apply it to new situations as they develop.

The components of Whitworth's *educational philosophy* are described in full here because they are the foundation for the *academic goals*—specific competencies—and keyed to the *general graduation requirements*.



COMPONENTS OF OUR EDUCATIONAL PHILOSOPHY

1. College is an experience designed to *prepare students for the future*. The college curriculum and program allow students to live and learn

typical survey or introductory course is not required before matters of relevance and social concern are considered.

4. Graduates will know one area of knowledge in *depth*. College education as a whole provides *breadth*, but the major or area of concentration provides depth in an academic discipline, a theme, or topic of importance.

5. Students will receive *more evaluation* of their academic work, not less. The single most significant element of the faculty responsibility is to provide continuing and comprehensive feedback to their students. A professor knows each student as an individual and communicates to each student an evaluation of his or her academic progress.

6. Academic excellence requires a healthy balance of *involvement in society* along with intellectual inquiry. Students are not sheltered from the exciting and perplexing world of the present or the future. Students are engaged in academic studies which go far beyond the campus.

7. Content knowledge is a basic means to the goal of liberal education, but not the goal itself; the goal is a *balanced development of the*

person. We will not sacrifice personal, social, and spiritual growth in the process of intellectual growth, for each is indispensable to the other. Academic growth develops best in concert with personal responsibility, maturity, sensitivity, integrity, and commitment.

8. Christian higher education requires the *open and liberal pursuit of truth*. While maintaining a committed Christian faculty, our campus is genuinely open to representatives of other religions and other conflicting ideas so that our students will not be sheltered in their college education. Respect is shown students who have very different beliefs and values.

9. The *commitments and values of faculty members are not hidden*. Open expression of personal values by the faculty is insured so that students can evaluate, agree, and disagree in a spirit of freedom and dialogue inherent to academic pursuit. The classroom remains an appropriate place for intellectual knowledge to be applied to practical and controversial issues.

now the knowledge and perspectives which will provide competencies for leadership in the world of today and the future.

2. Undergraduate education today depends upon the *responsibility and initiative of the student*. Whitworth College is designed for students whose motivation includes significant intellectual growth and development. Our academic program and our community as a college depend upon the integrity and purpose of the individual student.

3. The academic program allows students to *start where they are*, in terms of their interest in the world of today, and leads them into academic disciplines. The



ACADEMIC GOALS: BASIC COMPETENCIES

1. Knowledge of the important academic studies and issues dealing with the future of our society and the world
2. Intellectual breadth gained from significant participation in the humanities, fine arts, social sciences, behavioral sciences, life and physical sciences
3. In-depth knowledge of at least one undergraduate academic discipline or area of intellectual knowledge
4. Communication skills including writing, speaking, listening and reading
5. Ability to locate and synthesize information
6. Ability to apply knowledge, value judgments and critical thinking skills to the



- solution of problems
7. Ability to understand and apply basic analytical-mathematical operations
8. Awareness of one's own values, the relationship between values and behavior, and the process by which value commitments are made
9. Awareness of the contrasting values of at least one other culture
10. Understanding of the process of personal and social development and of the activities that contribute to continued individual growth
11. Appreciation for the importance of personal health, and the development of a personal program of exercise and recreation that can be maintained throughout life
12. Understanding of the development of civilization, including the historic role of Christianity
13. Understanding of the Christian faith, its potential for changing lives, and its relevance to the world of today and the future
14. Awareness of the problems and issues concerning human rights

COLLEGE GRADUATION REQUIREMENTS

General

All of the courses required for graduation relate directly to our goals:

1. *Depth in One Area.* Students must complete: (1) a major in an academic discipline, or (2) a sequence of courses focused on a theme or topic constituting an area of concentration. Goal 3.

2. *Breadth in All Divisions.* All students complete a course in the humanities, fine arts, social sciences, behavioral sciences, and two courses from the natural science division, which includes physical and life science and mathematics. Goal 2.

3. *The Forum.* Each long term a student is in residence, he or she is enrolled in the all-college academic course entitled "The Forum." This course meets twice a week and provides the entire college community a means of examining and discussing the prominent issues of our time. As such it contributes to goals 1, 5, 6, 7, 8, and 11.

4. *The Core Courses.* A focus on our own culture and heritage with specific reference to the Judeo-Christian tradition and the rationalist tradition. These are among our most popular courses and are related to goals 1, 2, 5, 6, 12, 13, and 14.

5. *The Communications Option.* A student must demonstrate competence in communication in virtually every course offered by the college, but specific ability is required in a writing or speech course. This is associated with goals 2, 4, and 5.

6. *Off-Campus and Foreign Language.* A variety of options

provide a student with insights into the world-view of other peoples, a key element in liberal education.

Associated with goal 9.

7. *Biblical Literature.* One course based on a portion of the Bible is an essential part of higher education in the Western world. This is not simply a course in religion or even Christianity, but a course in the Bible. Goals 1 and 13.

8. *Physical Education.* A wide variety of health and sport activities is offered and each student must take foundations of P.E. and demonstrate skill in three recreational activities. This is our response to Goal 11.

9. *Academic Achievement.* To receive a bachelor's degree, a student must complete 37 full courses plus physical education with an average grade of C or better. This requirement involves all of the goals described above.



SPECIFIC REQUIREMENTS

1. Communications Option—One Course (English 110; speech 110, 113, 123; journalism 115, 125)

2. Core 150, Western Civilization I

3. Core 250, Western Civilization II

4. Physical Education—Foundations of Physical Activities, a $\frac{1}{2}$ course, plus demonstrated skill in three recreational activities

5. Foreign Language—The requirement of competence in one foreign language may be met by one year of college



study or demonstration of competence or two years of high school study with a minimum grade average of "B" in language courses or a grade average of "C" with supporting evidence of competency such as high SAT scores.

6. Natural Science and Mathematics—Two Courses (Courses must be chosen from two *different* areas: biology, chemistry, earth science, physics, mathematics. One requirement may be met by proficiency examination.) Math 101 does not meet this requirement.

7. Fine Arts—One Course (Survey of music, any art history course, modern poetry,

four $\frac{1}{4}$ credit music performance courses or any art course such as painting, ceramics, etc.)

8. Social Science—One Course (From the fields of history, economics, psychology, sociology, anthropology, or political science)

9. Off-Campus Study—One Course

a. Each field study must have cognitive learning goals related to the department from which you get credit. Normally a student will have completed at least one course in the department prior to enrollment in off-campus study

b. Learning goals for all field studies are increased understanding of another culture or subculture and increased understanding of your own culture:

(1) A cognitive grasp of what "culture" is, of the characteristics of your own culture, and of the characteristics of another culture or subculture.

(2) Experience of another culture or subculture. This means going into a different human environment and experiencing social conventions, values, and structures such as the family, the economic system, government and politics, education, and religious beliefs and practices.

c. A skill goal for all projects is communication: writing and telling about what you have experienced and learned.

d. The experience must be one you could not duplicate on campus. It must be an active experience for you, and you should be aware of the ways the experience involves your emotions as well as your mind.

e. The experience must be in a place or role that is new



for you.

f. If at all possible, during the experience you should live away from campus, away from home, and away from a large group of students.

10. Biblical Literature—One Course (A course in the study of some part of the Bible).

11. Forum—The student enrolls in this course each long term he or she is registered as a full-time student.

DISTINCTIVE FEATURES OF OUR ACADEMIC PROGRAM THE "4-1-4" CALENDAR

In 1969 Whitworth College became one of the first colleges in the country to adopt the "4-1-4" academic calendar.

A growing number of liberal arts colleges are now turning to this calendar because of its flexibility and potential for innovative courses. The fall thirteen-week semester ends with the Christmas vacation. During the month of January students take (frequently off campus) just one course, which they study intensively, thus providing a great variety of learning experiences. The spring term begins in February and ends during the month of May. Whitworth has developed a number of tuition-exchange programs with other colleges having the 4-1-4 calendar so that Whitworth students participate in the programs of many other colleges during the month of January.



EMBRANDT
48 PLATES IN FULL COLOUR

A BASIC
History of Art
H. W. JANSON
with Samuel Cosman

Ceramics
Glenn C. Nelson

AREAS OF CONCENTRATION

In addition to twenty-two traditional college majors based upon academic disciplines, we offer a growing number of "areas of concentration." These provide for academic depth through a topical or thematic focus which usually crosses departmental lines. As vocational and career opportunities change, it is important to allow students to choose a focus related to the world about them. Thus we find students choosing such areas of concentration as Pre-Medicine, Arts Administration, Environmental Studies, International Studies, Pre-Law, and Quantitative Business and Economics. But we also find students selecting areas not explicitly related to careers, that divide up academic knowledge in new ways. The American Experience, for example, combines history, literature, and sociology; and Renaissance draws from art, literature, and philosophy as well as from history. Over a hundred students have developed individual areas of concentration. These are subject to the approval of the Academic Dean, who decides the appropriateness of the topic by taking into consideration the faculty and resources of the college. Each area of concentration is supervised by at least two faculty members.



THE FORUM

Few colleges have regular occasions for all-college discussion of significant issues. All full-time Whitworth students are enrolled in "The Forum" for academic credit every long term in which they are in residence. This brings together the entire college community twice a week. By consciously relating the intellectual perspective to the particular subject matter, the



college provides a model for the practical utility of college education. The Forum provides an opportunity for the entire student body to hear our faculty, well known lecturers and music and other entertainment groups. It also allows the college to break in on the tentative schedule at any time with discussion of a world or local event of significance. Because of the college theme, the subject of the Forum frequently expresses an aspect of Christian theology or the Christian world view.

THE CORE COURSES

Inter-disciplinary, thematic courses acquaint Whitworth students with the major historical forces which have shaped our patterns of thinking, defined our value commitments, and created the options of behavior open to us today. Whitworth students investigate, one at a time, during their college careers, the most important forces. "Core 150, the Judeo-Christian tradition," demonstrates the impact of this tradition in aspects of our culture today, such as our laws and mores, values and priorities, art and literature. The student is challenged to apply some of the great insights achieved within Judaism and Christianity to his or her own world view so as to assume a constructive and satisfying role in society today. "Core 250, the Rationalist Tradition," examines the Greek emphasis upon rationalism and humanism and the way in which this tradition has influenced our past and affects our lives today. The student considers the barriers and manifestations of this intellectual tradition, studies contradictory viewpoints, and faces the implications of these conflicting forces in shaping his or her own approach to life. Core 450, a new optional course for seniors, is especially designed to complete the "core experience." Through position papers students try to personally integrate significant ideas and issues which have emerged from the college experience. The topical emphasis for each term is determined by the participating faculty.

EMPHASIS UPON EVALUATION

The trend nationally has been toward "pass-fail" and other forms of grading which provide less evaluation. Whitworth is striving to provide considerably more evaluation than ever before in the conviction that students want better evaluation rather than less evaluation. We believe evaluation of student work should be greatly emphasized as a primary responsibility of the faculty member. Faced with so many new demands, there must be hard decisions about priorities in the use of time. There are many new means by which the communication of information can be accomplished without the time of the faculty member, but no book or programed instruction can replace a professor in evaluating students. A number of departments in the college are experimenting with written evaluations in place of letter grades. Some faculty members are using the cassette tape to provide considerably more comment on the written work of students.



MINI-COURSES

To expand the number of learning experiences beyond the traditional liberal arts format, we augment our course offerings with selected community leaders, professionals, and tradesmen who teach short courses on campus for credit. Approximately 10 mini-courses are offered each year. Many of the resource people in society we would like our students to become acquainted with first-hand cannot take the time to teach full-length courses. The alternative of having such people give a lecture now and then provides little opportunity for effective interaction. Our answer is the mini-course, which provides about 15 hours of contact time (typically spread over several weeks and a Saturday field trip) in a small group setting. Give and take with the special instructor is routine. Our mini-courses involve persons from the community such as: the County Health Commissioner, an experienced owner of small businesses, the Director of the Crisis Center, the Assistant Attorney General, the City Manager, a school board chairman, a professional printer and lithographer, an arts manager, a TV station manager, an architect, a taxidermist, a state representative, a psychiatrist, a labor union leader, a traffic engineer, the City Recreation Director, a newspaper editor, local artists, pastors, and social workers.



MEDICAL HEALTH CAREERS

Whitworth has established a Health Sciences Department to respond quickly and flexibly to the educational requirements for health care careers. The department carefully evaluates current educational requirements in the common health career fields, and studies trends in each of these fields in order to predict how requirements might change within the next five to ten years. Since timeliness is built into our system, the courses we suggest to prepare for careers in dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, medical technology, registered record administrator, nursing, physical therapy, dental hygiene, pharmacy, and occupational therapy may not correspond directly to those of other colleges. For example, we anticipate that course work in such nontraditional disciplines as computer science will be very important to the health professional of the future.

We have chosen not to train

students solely for one or two professional schools. We believe we will better serve health career specialists by offering broader training which enhances future job mobility and career advancement.

In addition to the programs mentioned above, the Health Sciences Department has developed a number of new programs whereby practicing health professionals may earn a bachelor's degree. In some cases, this can be accomplished by electing coursework in areas not directly related to the area of professional certifica-



tion. A diploma nurse, for instance, might elect courses in education, counseling, or business to complete degree requirements. Or the professional might elect to pursue a program offering advanced coursework in the specialty area. Such programs have been developed for persons in the cardiopulmonary and respiratory therapy areas.

One of the outstanding programs available to our students is the Intercollegiate Center for Nursing Education, a consortium of Washington State University, Fort Wright College, Eastern Washington State College, and Whitworth College. This provides the junior and senior years' academic program at a center in Spokane, where a rich variety of field and hospital experience is arranged for the students.

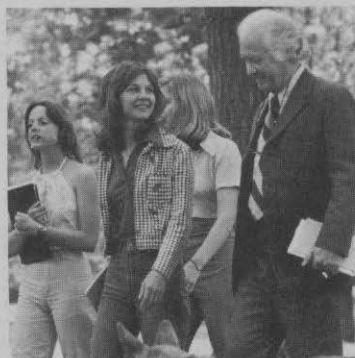
In all of these specialized programs, liberal academic credit is granted for previous education and experience in the health field. Arrangements can be made to allow the candidate to complete degree work on a part-time basis in a minimum period of time. As a further convenience to the practicing professional, many of the suggested courses are made available through the evening program.

OFF-CAMPUS STUDY

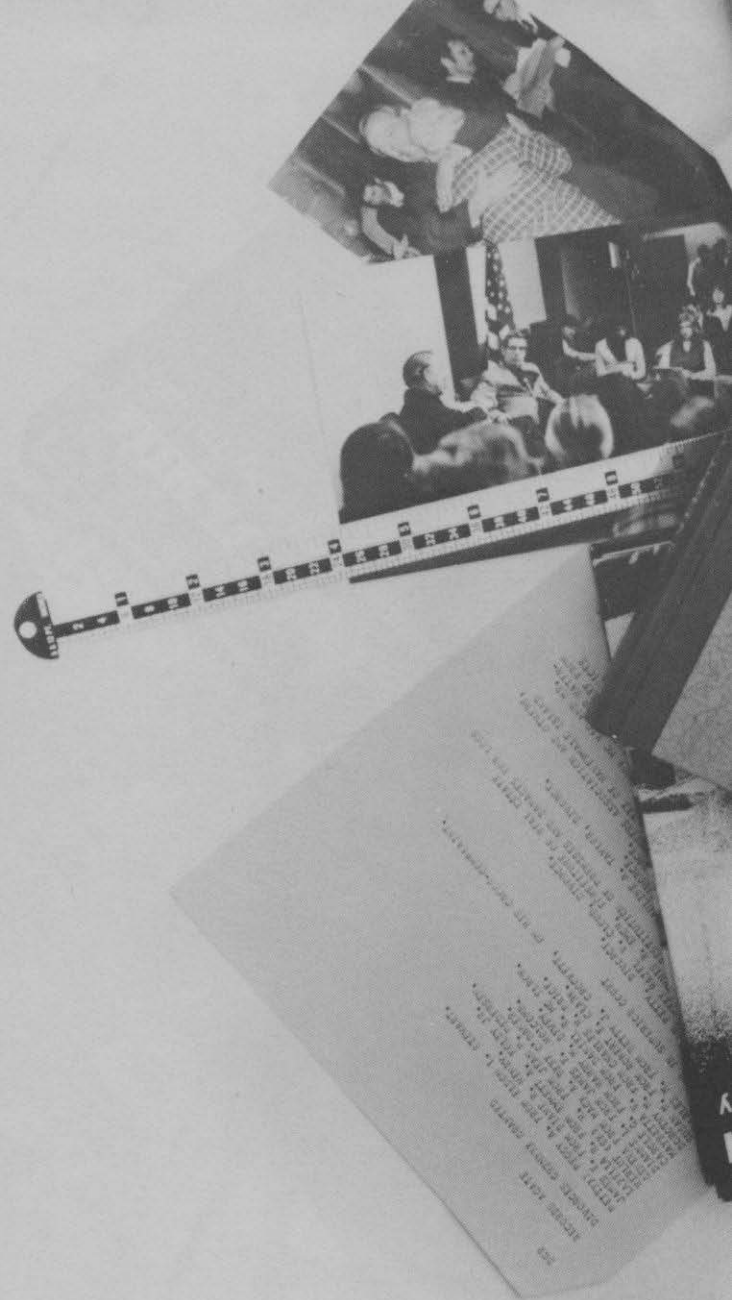
It is increasingly clear that liberal education requires the involvement of students in the everyday activities of the society about us. Four years in a mountain top or summer camp atmosphere does not produce students who are realistic or balanced in their experience or judgment. In many ways it would be ideal if students held responsible jobs for a few years before entering college, but economic and cultural pressures push most students directly from high school to college. However, we can offer programs of study which require students to participate in the activities of governmental or social work agencies or family life found in other cultures. Indeed, off-campus study is now a Whitworth graduation requirement. Whitworth focuses on five environments as locations for college study: *suburban*, the Whitworth campus in Spokane; *urban*, mainly San Francisco; *rural*, farming communities in Washington State; *foreign*, dozens of localities and programs overseas; and *wilderness*, earth's largest remaining wilderness area—the Arctic Barrens. Each academic program offered by Whitworth in these localities includes individualized field study so that the student leaves the student culture and participates in a meaningful way in some other culture or sub-culture.

ENVIRONMENTAL EDUCATION

On the slopes of nearby Mt. Spokane (with its excellent winter skiing area) are 720 pristine acres known as the Whitworth College Ragged Ridge Center for Outdoor Educational Opportunities. Thirty miles from the college and the city center, the Ridge serves as an outdoor classroom for Whitworth students and elementary and secondary school children in the greater Spokane area. An extensive curriculum—ranging across the humanities, social studies and natural sciences—is keyed to the features of the varied



terrain, streams, flora and fauna of Ragged Ridge study trails. Two undergraduate and five graduate level courses at Whitworth are tied closely to the Center and support the goal of promulgating a personal environmental ethic with individual responsibility for the environment. The importance of Ragged Ridge is underlined by its designation as one of 122 National Environmental Study Areas in the United States.





TEACHER EDUCATION

Through the years Whitworth has trained thousands of students for careers in education and is currently one of the leading teacher-teaching institutions in the State of Washington. Believing that teachers should be thoroughly competent in a discipline, Whitworth requires students pursuing teacher certification to take a full, regular academic major in an appropriate department. Whitworth has a fully accredited teacher-training program leading to both elementary and secondary certification. The college is accredited by the State Board of Education for giving complete training

for public school certification. Programs for elementary and secondary teaching at the baccalaureate level are accredited by the National Council for Accreditation of Teacher Education.





COMPUTER ASSISTED INSTRUCTION

Whitworth students have the opportunity to become as comfortable using a computer as when using any other machine. Our computer, a third generation PDP-11, is located in the campus library. Three visual display terminals and six teletype keyboard terminals may be in operation simultaneously for general computing applications. A Personalized Instructional, Remedial and Tutorial System (PIRATS), devised by our faculty, provides beginning and review work in the following areas: general study and test-taking skills, library orientation and research techniques, music history, Spanish language, phonetics, anatomy and physiology, concepts and terminology of theology and church history, poetic theory, and the nomenclature of hydrocarbons. Students are able to "converse" individually at their own pace with the PIRATS system, simulating a cooperative tutor. Instruction in computer fundamentals and programming is provided by the math and computer science department.

ROTC

Whitworth students may elect to spend several years as officers in the military service following graduation. The volunteer Army's new ROTC program for both men and women students emphasizes a number of competencies required for leadership and management roles, both military and civilian. Students enrolled during the first two years of college have no military service obligation. At the end of the sophomore year, students may apply for advanced study which provides a monthly stipend for the last two years and several options for the military service obligation upon graduation. Academic courses taken in the ROTC program provide regular credit toward graduation. Most courses are now taught on the nearby campus of Gonzaga University without additional cost for Whitworth students.



CONTINUING EDUCATION

Recognizing the inadequacy of a college education where the population of students is all approximately of the same age and culture, Whitworth has moved to diversify its students and clientele so that young undergraduates share learning experiences with significantly older people who have had the benefit of another perspective on the world. One of the most successful efforts is the Senior Scholar Program in which retired persons can enroll in



regular college courses at no cost. The program started in 1972 and now is a model for other colleges. Drawing from the community and area retirement homes, the program has attracted scores of adults to enroll in our academic courses for credit or audit. Their enthusiasm is matched by that of the young undergraduates who appreciate the rich contribution made by senior scholars in their courses.

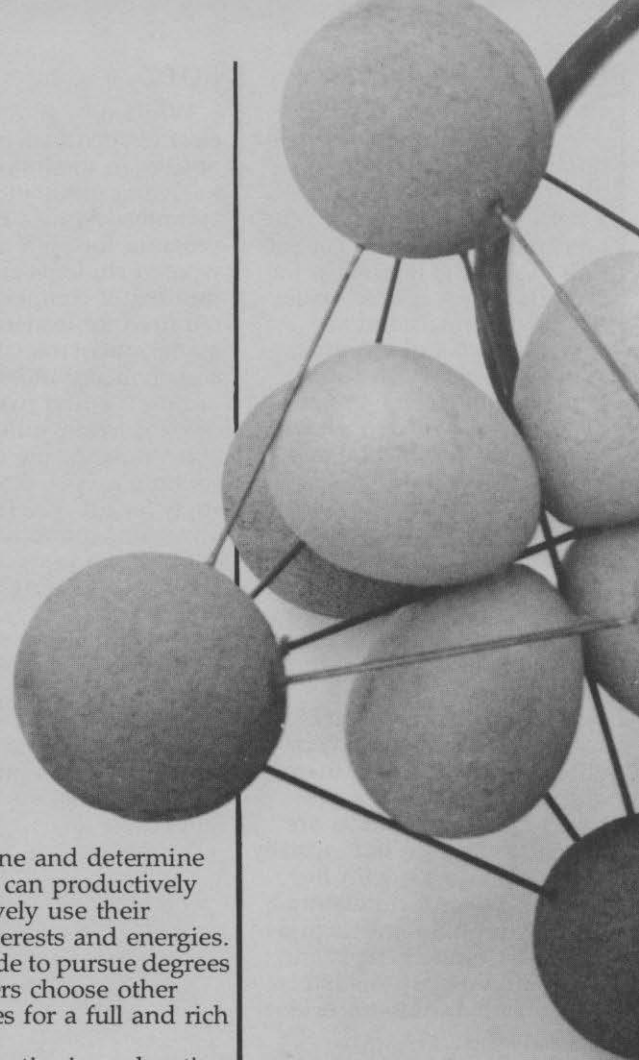
The evening and summer divisions of the college enroll some 2,000 students each year in academic courses from all disciplines. Most such students have been area teachers working in their fifth year program or for graduate degrees. Now we have expanded these offerings to include a number of other areas in the curriculum, in religion, music, art, Christian education, physical education and natural science.

Whitworth offers humanities courses to the community in cooperation with the *Spokesman-Review*, the leading newspaper in the Inland Empire. Lectures are printed in the newspaper in their Sunday editions, and students meet with our faculty from time to time for review and examinations. A similar program has been developed with KSPS, the local public television station, offering a special science course, also for academic credit. Other program offerings are planned.

In addition Whitworth has attracted hundreds of women from the community each year to "Women in Transition," a program which offers seminars and discussions on the changing roles of women in society. Under the direction of Lillian Whitehouse, women of all ages take a look at the

college scene and determine ways they can productively and creatively use their talents, interests and energies. Some decide to pursue degrees while others choose other possibilities for a full and rich life.

Other continuing education programs have been held for church pastors and entire congregations.



ACADEMIC DIVISIONS

Applied Studies Division

Mrs. Isla Rhodes, Chairperson

Departments:

Education
Home Economics
Journalism
Physical Education

Behavioral Science Division

Dr. Frank Houser, Chairperson

Departments:

Psychology
Sociology and Anthropology

Communications and Fine Arts Division

Dr. Milton Johnson,

Chairperson

Departments:

Art

Music

Speech and Theatre

Humanities Division

Dr. Laura Bloxham and

Dr. Dean Ebner, Chairpersons

Departments:

English
Modern Language
Philosophy and Greek
Religion

Natural Science Division

Dr. David Hicks, Chairperson

Departments:

Biology

Chemistry

Earth Science

Health Science

Mathematics and

Computer Science

Physics

Social Science Division

Dr. Garland Haas, Chairperson

Departments:

Economics and Business
Management
History
Political Studies

Areas of Concentration

American Experience

Arts Administration

Athletic Training

Basic Science for Elementary Education

Communication and Marketing

Dramatic Arts and Church Ministry

Environmental Education

Environmental Studies

Health Science

Premedical/Pre dental Studies

Medical Technology

Registered Records Administration

Pre-occupational Therapy

Nursing

Prephysical Therapy

Pre dental Hygiene

Health Ministries

Health Facilities Management

Health Specialists in Cardiopulmonary Science, or Respiratory Science

Prepharmacy

International Studies

Music and Religious Expression

Prelaw

Preseminary

Psychological Dimensions of Religious Life

Quantitative Business and Economics

Public Affairs Communications

Religion and Literature

Religion and Philosophy

Religion and Public Affairs

Religion in Historical Perspective

Religious Communications

Renaissance

Society in Christian Perspective

DEPARTMENTAL COURSE OFFERINGS

Students may major in any of Whitworth's twenty-two academic departments, or elect an established interdisciplinary Area of Concentration, or, with the approval of the Academic Dean, create their own special Areas of Concentration.

The following pages list the most common Areas of Concentration and the courses offered in each department. Courses required to complete specific majors are not detailed in this publication; for that information, request a Guidebook. Course offerings for the 1977-78 year will be printed in the Knowbook, published each April for the following academic year. Request your copy from the Office of Admissions or the Registrar's Office.

ART

Faculty

Walter B. Grosvenor, Pauline D. Haas, J. Russell Larson
Chairperson: Mrs. Haas

COURSE OFFERINGS

100 Introduction to Art
101 Drawing
107 Design
136, 236, 336, 436 Crafts
264, 364, 464 Jewelry
174, 274, 374, 474 Ceramics
201, 301, 401 Figure Drawing
221, 222, 321, 322, 421,
422 Painting
225 Lettering and Poster Design
235, 335, 435 Graphics
250, 350 Photography
260 Art of the Pacific Rim
284, 384, 484 Sculpture
353 Elementary Art Teaching
355, 356 World History of Art
395 Teaching Assistant Program
440 Senior Colloquium
491, 492 Independent Study



BIOLOGY

Faculty

Nicolin P. Gray, David L. Hicks,
Howard M. Stien
Chairperson: Dr. Stien

COURSE OFFERINGS

101 Life Science
102 Human Heredity
103 Human Biology
104 Human Ecology
105 Natural History of
Eastern Washington
151 Bioscience
210 Plant Growth
231 Non-Vascular Plants
232 Vascular Plants
244 Vertebrates
245 Invertebrates
291, 391, 491 Independent Study
303 Plant Taxonomy
304 Mammalogy
305 Ornithology
323 Animal Physiology
327 Biological Techniques
331 Plant Physiology
340 Field Biology
345 Environmental Biology
347 Microbial Ecology
350 Comparative Anatomy
354 Developmental Biology
363 Genetics
400 Research
401 Seminar
412 Biology of the Cell

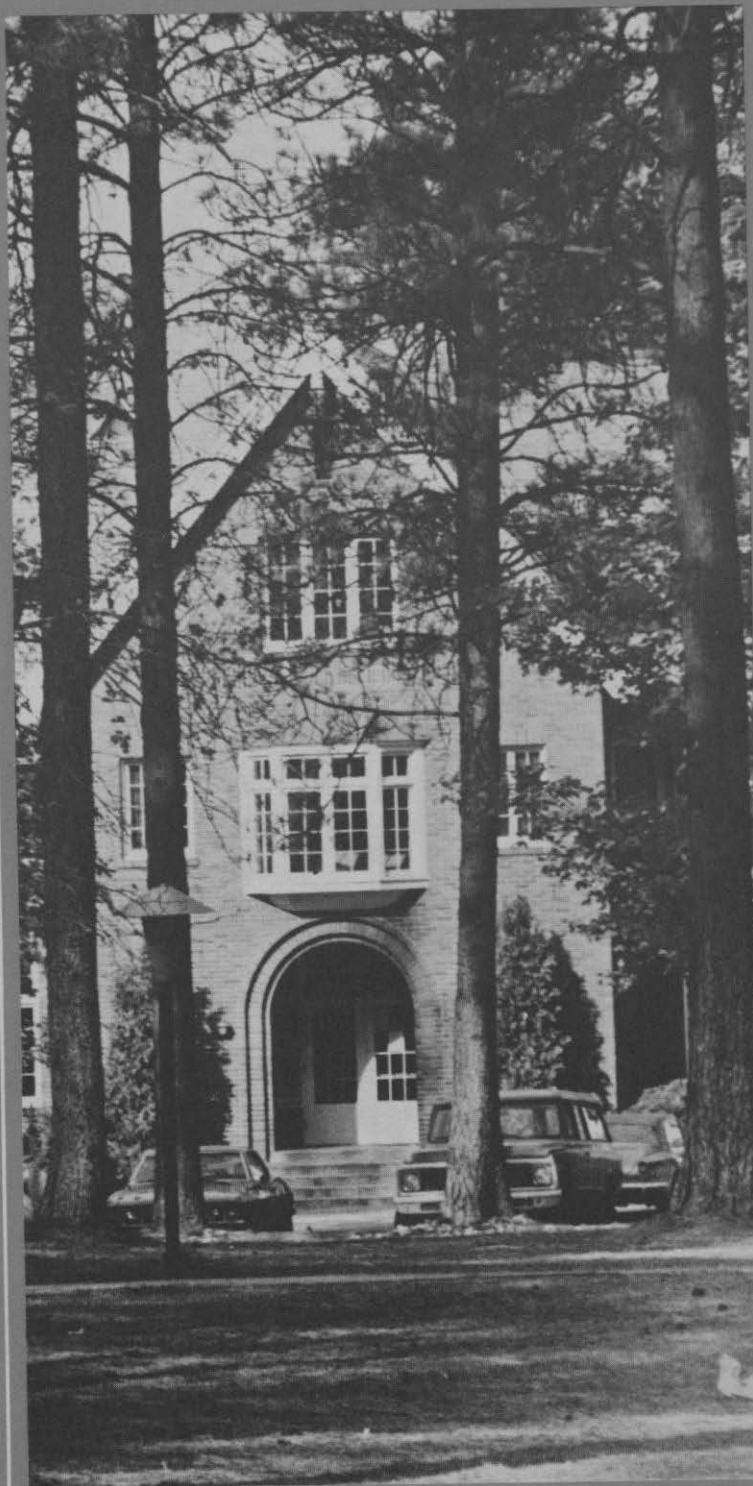
CHEMISTRY

Faculty

Robert D. Bocksch, Robert S. Winniford
Chairperson: Dr. Winniford

COURSE OFFERINGS

131 Introductory Biochemistry
133 Introductory General Chemistry
151 Principles of Chemistry I
173 Analytical Chemistry
261 Organic Chemistry I
263 Organic Chemistry II
272 Modern Chemical Problems
331 Chemistry of Pollution
343 Physical Chemistry of Colloids and Surfaces
371 Biophysical Chemistry
373 Theoretical Physical Chemistry
383 Physical Inorganic Chemistry
411 Scientific Glassblowing
440 Instrumental Analysis
480 Chemistry Seminar
483 Advanced Biochemistry
491, 492, 493 Independent Study
494, 495, 496 Research



EARTH SCIENCE

Faculty

Glen P. Erickson,
Edwin A. Olson
Chairperson: Dr. Olson

COURSE OFFERINGS

100 Study Tour: Introductory Physical Geology
110 Seminar: Topics in Earth and Space
131 Physical Geology
150 Space Age Astronomy
160 The Earth in Space and Time
222 Minerals and Rocks
314 Structural Geology
322 Igneous and Metamorphic Petrology
325 Physics and Chemistry of the Earth
333 Stratigraphy and Earth History
391, 491 Independent Study
480 Research



ECONOMICS AND BUSINESS MANAGE- MENT

Faculty

Harry M. Dixon, Kenneth
Leonard, George E. Weber
Chairperson: Dr. Dixon

COURSE OFFERINGS

- 130 Basic Accounting I
- 131 Basic Accounting II
- 201, 202 Principles of Economics
- 203 Economics Today
- 220, 420 Management of
Personal Financial
Affairs
- 238 Marketing, Advertising
and Salesmanship
- 240 Business Law
- 291, 391, 491 Independent Study
- 301 Money and Banking
- 309 Intermediate Economic
Analysis
- 332 Cost Accounting
- 334 Intermediate Accounting I
- 335 Intermediate Accounting II
- 336 Federal Income Tax
- 350 Contemporary Manage-
ment Issues
- 351 Economic History of the
United States
- 357 Financial Management
- 373 Personnel Management
- 374 Management Theory
- 376 Principles of Production and
Management Systems
- 415 Macroeconomics
- 434 Advanced Accounting I
- 435 Advanced Accounting II
- 465 History of Economic
Doctrines
- 466 Auditing I



EDUCATION

Faculty

Martin B. Faber, Maurice L. Huggins, Peggy Johnsen, Kenneth E. Leonard, Alvin B. Quall, Tammy Reid, Shirley S. Richner, Tom V. Savage
Chairperson: Dr. Savage

COURSE OFFERINGS

205 Modern American Education
212 Growth and Learning
307 Materials and Methods for Elementary Schools

308 Materials and Methods for Secondary Schools
332 Learning Resources
387 General Methods of Teaching Reading
391, 491 Independent Study
401 Principles of Guidance
420 Reading in the Elementary School
421 Arithmetic in the Elementary School
423 Social Studies in the Elementary School
424 General Science in the Elementary and Junior

High School
426 Language Arts in the Elementary School
450 Field Experience in Environmental Education
451 The Environment As a Teaching Tool
461 Education Measurements and Evaluation
480 Field Experience
496 Directed Teaching and Observation, Elementary
497 Directed Teaching and Observation, Junior High
498 Directed Teaching and Observation, Secondary

Library Science

150 Research Skill in Library
300 Children's Literature
350 Selection of Library Materials
355 Introduction of Reference Materials
400 Young Adult Literature
470 Cataloging and Classification
471 Organization and Administration
475 Directed Work



ENGLISH

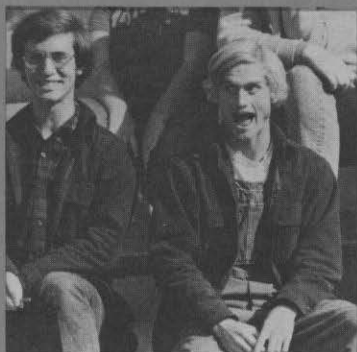
Faculty

Lewis F. Archer, Laura Bloxham, Philip W. Eaton, I. Dean Ebner, Leonard A. Oakland, Clarence J. Simpson
Chairperson: Dr. Ebner

COURSE OFFERINGS

105, 106 English as a Second Language
110 Freshman Writing
125 Introduction to Literature
191, 291, 391, 491 Independent Study
220 Ancient and Medieval World
233 Literature of the Western World
245 Creative Writing
249 Colonial and Romantic American Literature
250 Art Film as Literature
251 Modern European Novel
262, 362 Bible as Literature
277 American Poetry
301 Children's Literature
320 Mythology
326 Classic to Romantic English Literature
345 Introduction to Linguistics
346 Essay Writing
349 20th Century American Literature
354 Shakespeare
359 Victorian to Modern English Literature
371 Renaissance
377 Modern Poetry
381 Competency in Research
384 Literary Criticism
388 Development and Structure of the English Language
390 Methods of Teaching English in the Secondary School

395 TA in English Composition
400 Youth Literature
405 Chaucer and Medieval Literature
412 Drama Seminar
416 Teaching Reading in the Secondary Schools
449 19th Century American Literature
455 Milton
465 English Novel
497 Senior Colloquium





HEALTH SCIENCE

Faculty

Robert D. Bocksch, Jacqueline
L. Fick, Carol Gavereski
Chairperson: Mrs. Fick

COURSE OFFERINGS

- 100 Orientation
- 107 Human Anatomy and Physiology
- 110 Good Health and How to Keep It
- 119 Biophysics
- 131 Introduction to Biochemistry
- 137 Personal Health Concepts
- 143 Chronic Disease and Behavior
- 200 Microbiology
- 203 History of the Medical Arts
- 215 Human Body in Transition
- 220 Human Anatomy
- 221 Human Physiology
- 230 Environmental Health
- 231 Animal Disease and Public Health
- 241 Introduction to Domestic Animal Health
- 251 Health and Recreation
- 252-259 Health and Recreation Workshop
- 277 Health Organizations
- 290, 390, 490 Internship
- 300 Histology
- 302 The Mechanical Heart
- 312 The Virus and Disease
- 315 The Computer in Health Care
- 321 Audiovisual Communication in Health Care
- 326 Workshop in Military Medicine
- 329 Biostatistics
- 330 Legal Aspects of Health Care
- 335 Microbiology and Patient Care
- 341 Health and Sanitation
- 343 Parasitology
- 353 Chemical Aspects of Behavior
- 357 Health Science Techniques
- 361 Pharmacology I
- 362 Pharmacology II
- 375 Advanced First Aid
- 378 Biomedical Ethics
- 381-389 Current Problems in Health Science
- 403 Biochemical Basis of Human Nutrition
- 413 Physiological Chemistry
- 421 Health Science Colloquium
- 433 Pharmacological Chemistry
- 443 Biochemical Evolution
- 446 Hazardous Materials and Safety
- 447 Occupational Health
- 451 The Respiratory System (Adv.)
- 452 The Circulatory System (Adv.)
- 453 The Neuro-Endocrine System (Adv.)
- 457 Respiratory Pathology (Adv.)
- 458 Circulatory Pathology (Adv.)
- 460-69 Workshops
- 470-79 Tour Workshops
- 483 Advanced Biochemistry
- 487 Electron Microscopy
- 491, 492 Independent Study
- 495, 496, 497 Research in Health Science

HISTORY

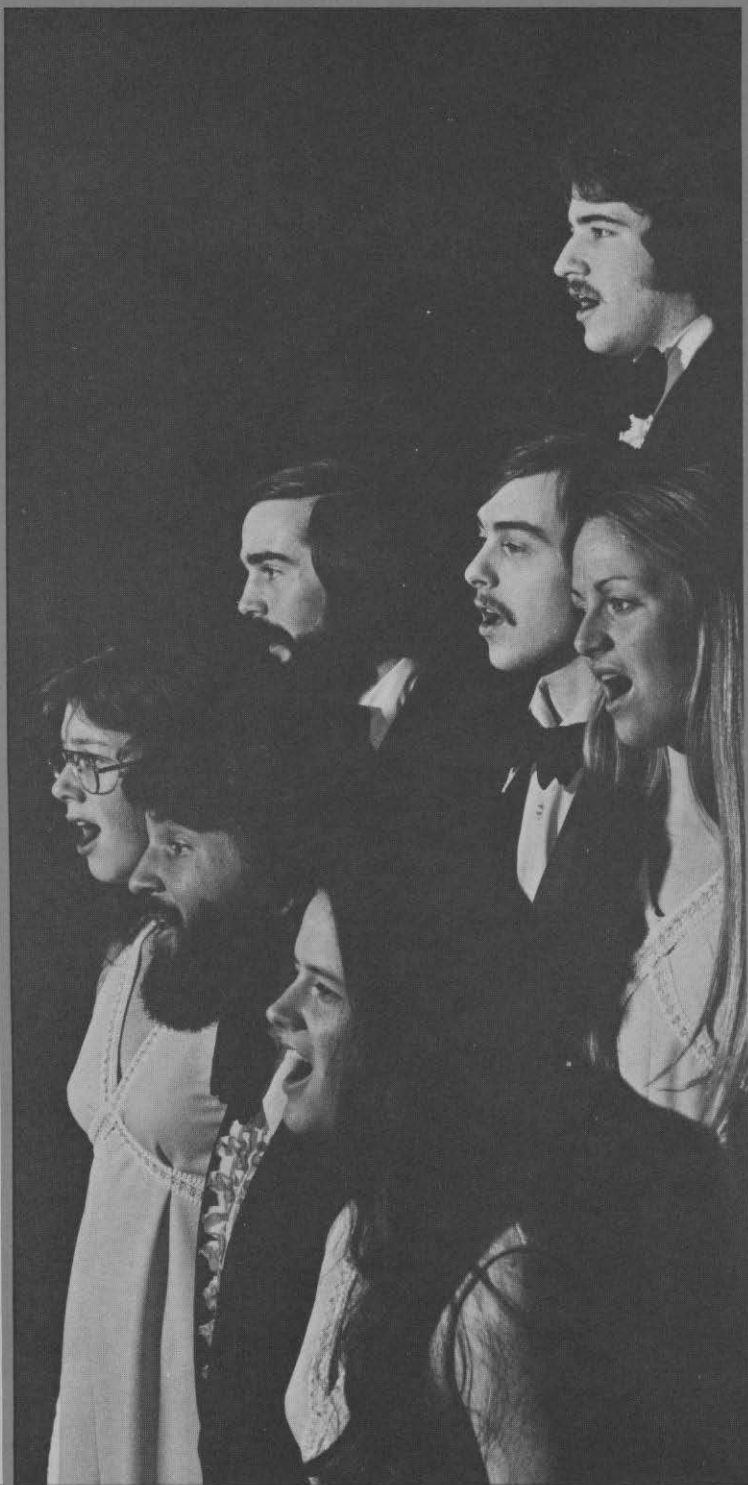
Faculty
Homer F. Cunningham, R.
Fenton Duvall, James B. Hunt
Chairperson: Dr. Hunt

- COURSE OFFERINGS*
131 American History to 1865
132 American History since 1865
150 World Military History
191, 291, 391, 491 Independent Study
220 The Ancient and Medieval Worlds
222 The Modern World
245 Heritage and Culture of the Orient
290, 490 Historiography
323 Development of the Communist World
325 Latin America
351 Economic History of the United States
357 Recent American History
365 Russian History
374 The Renaissance and Reformation
400 Contemporary Europe
455 The Far East in the 20th Century
475 Early American History
477 The West in American History
480 The Civil War
486 History and Government of the Pacific Northwest

HOME ECONOMICS

Faculty
H. Adele Gallaher, Isla W. Rhodes
Chairperson: Ms. Gallaher

- COURSE OFFERINGS*
104 Textiles
114 Clothing Construction
131 Food Preparation
167 Weaving
213 Art in Home Furnishings
220 House and its Equipment
260 Child Development
301 Quantity Food Preparation
315 Flat Pattern and Design
318 Tailoring
360 Family Relations
361 Nutrition
362 Meal Management
365 Applied Home Furnishings
370 General Nutrition
403 Bionutrition
410 Home and Money Management
467 Advanced Weaving
470 Demonstration and Communication Methods



JOURNALISM

Faculty

Alfred O. Gray
Chairperson: Mr. Gray
(Communication professionals from Spokane participate as special lecturers and internship supervisors)

COURSE OFFERINGS

115 Principles of Communication
125 Reporting
191, 291, 391, 491 Independent Writing and Research
242 Editing
244 Publicity and Public Relations
245, 246 Applied Journalism
248 Explorations in Journalism
341 Creative Journalistic Photography
344 Advanced Public Relations
347 History and Influence of Communications
354 Advanced Journalism
356 Mass Media and Society
362 Interpretative Writing
385 Human Rights and the Law
388 Public Affairs Project I
389 Public Affairs Project II
481 Writing for Publication
482 Writing for Publication II
490 Communications Internship

MATHEMATICS AND COMPUTER SCIENCE

Faculty

Edward M. Arnold, Howard R. Gage, Robert M. McCroskey, John W. Vander Beek
Chairperson: Dr. Gage

COURSE OFFERINGS

MATHEMATICS

101 Intermediate Algebra
105 Mathematics for Business Analysis
107 Basic Concepts in Modern Mathematics
109 Algebra and Trigonometry
110 Calculus I
111 Calculus II
210 Calculus III
212 Differential Equations
221 Theory of Arithmetic
311 Linear Programming
330 Linear Algebra
340, 341 Advanced Calculus I, II
350 Numerical Analysis
356 Elementary Probability and Statistics
365 Modern Geometry
421 Methods of Teaching Secondary School Math
430, 431 Algebraic Structures I, II
440, 441 Real Analysis I, II
456, 457 Mathematical Statistics
480 Topics Seminar
491, 492 Independent Study

COMPUTER SCIENCE

171 Survey of Computing
271 Introduction to Computer Programming
372 Advanced Computer Programming
376 Introduction to Computer Organization and Data Structures



MODERN LANGUAGES

Faculty

Pierrette C. Gustafson,
Shelley V. Porter, Dan Sanford
Chairperson: Mrs. Gustafson

COURSE OFFERINGS

CHINESE:

101, 102 Elementary Mandarin
201, 202 Intermediate Mandarin

FRENCH:

101, 102 Elementary French
201, 202 Intermediate French
307 Conversation, Composition
and Advanced Grammar
308 Conversation, Composition
and Phonetics
309 Survey of French
Literature and
Civilization to 1800
310 Survey of French
Literature and Civilization
Since 1800
401 Modern French Novel
402 Modern French Drama
412 Modern French Poetry
485 Seminar
491, 492 Independent Study

GERMAN:

101, 102 Elementary German
201, 202 Intermediate German
301, 302 Survey of German
Literature
305, 306 Conversation,
Composition and Advanced
Grammar
491, 492 Independent Study

JAPANESE

101, 201 Elementary Japanese
201, 202 Intermediate Japanese

SPANISH

101, 102 Elementary Spanish
201, 202 Intermediate Spanish
301, 302 Survey of Spanish
Literature
307, 308 Advanced Spanish
Composition and
Conversation
310, 311 Survey of Spanish
American Literature
401 Modern Spanish Novel
402 Modern Spanish Drama
404 Modernism in Spanish
America
405 Modern Spanish Lyric
413 Seminar
491, 492 Independent Study



MUSIC

Faculty

Richard V. Evans, Milton E. Johnson, Margaret Saunders Ott, George A. Ross, Thomas T. Tavener

Chairperson: Dr. Evans
(Twenty additional faculty members teach on a part time basis)

COURSE OFFERINGS

GENERAL

106 Survey of Music
175 Psychology of Music
291, 391, 491 Independent Study
354 Opera Workshop
357 Conducting
472 Music History and Analysis
480 Church Music
485 Research Seminar

THEORY

121 Music Theory I
122 Music Theory II
221 Music Theory III
222 Music Theory IV
428 Compositional Techniques

EDUCATION

236, 237, 337, 338 Instrumental Techniques
250, 350 Music Education Field Experience
330 Elementary Classroom Methods
348 Piano Techniques, Problems and Materials
423 General Music in the Secondary School
433 Music Education for the Elementary School
440 Choral Techniques and Materials
446 Instrumental Methods and Materials

APPLIED

111, 112, 211, 212, 311, 312, 411, 412 Private Instruction in Voice, Keyboard, and Percussion, Wind and String Instruments
113, 114 Class Instruction in Piano, Voice, Recorder and Guitar
315, 316 Junior Recital
415, 416 Senior Recital

ENSEMBLE

181, 182, 281, 282, 381, 382, 481, 482 Ensembles
College Chorus
College Choir
Madrigals
Concert Band
Jazz Ensemble
Orchestra
Sinfonietta
Oratorio Society
"Intensive Care"
(Pop Ensemble)



PHILOSOPHY AND GREEK

Faculty

Norman A. Krebbs, Howard A. Redmond, Lawrence E. Yates
Chairperson: Dr. Krebbs

COURSE OFFERINGS

110 Man and His World: An Introduction to Philosophy
155, 255 Philosophy of Existentialism
191, 291, 391, 491 Independent Readings and Conference
215 Ways of Knowing God
216 Man and God in the Twentieth Century
351 Ethics for a Changing Society
353 Literature of Existentialism
366 Philosophy of William James
367 American Philosophy
379 Man, God, and History

GREEK

201, 301 New Testament Greek
202, 302 New Testament Greek
460, 461 Advanced New Testament Greek
491 Independent Study

PHYSICAL EDUCATION, RECREATION, AND ATHLETICS

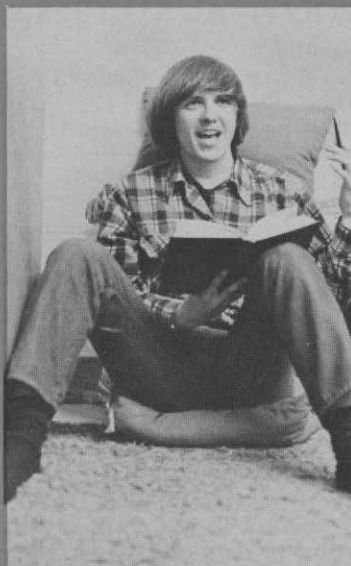
Faculty

Jean P. Anderson, Hugh T. Campbell, A. Ross Cutter, John A. Ecklund, David M. Manley, Diana Marks, Paul J. Merkel
Chairperson: Dr. Ecklund
(Additional faculty and graduate students teach on a part-time basis)

COURSE OFFERINGS PHYSICAL EDUCATION ACTIVITY:

(Quarter Course)

- 101 Varsity Baseball
- 102 Varsity Basketball
- 103 Varsity Football
- 104 Varsity Golf
- 105 Varsity Tennis
- 106 Varsity Track and Field
- 107 Varsity Aquatics
- 108 Varsity Wrestling
- 109 Varsity Crosscountry
- 110 Varsity Volleyball
- 111 Aquatics (Beginning, Intermediate, Advanced, Life Saving)
- 115 Bowling
- 116 Contemporary Dance
- 117 Soccer
- 118 Cultural Dance
- 119 Ice Skating
- 120 Skiing
- 122 Tennis
- 123 Tumbling and Apparatus
- 124 Weight Training
- 125 Golf
- 126 Foundations of Physical Activities
- 129 Badminton



- 132 Women's Fitness
- 133 Volleyball
- 134 Track & Field
- 136 Curling
- 137 Handball
- 138 Karate
- 139 Judo
- 140 Canoeing
- 141 Cycling
- 142 Mountain Climbing
- 143 Ballet
- 145 Developmental Games—Elementary
- 153 Ballroom Dance
- 154 Backpacking
- 155 Wilderness Seminar

PHYSICAL EDUCATION THEORY:

- 191, 291, 391, 491 Independent Study
- 192, 292, 392, 492 Independent Study
- 197, 297, 397, 497 Practicum in Physical Education
- 240 Body Movement Analysis and Basic Gymnastics
- 241, 242 Methods Seminar (Term, Individual, Dance, and/or WSI)
- 270 First Aid
- 279 Foundations of Physical Education
- 312 School Physical Education Program
- 320 Kinesiology
- 322 Philosophical and Psychological Aspects of Coaching
- 326 Exercise Physiology
- 332 Athletic Taping
- 333 Advanced Athletic Taping
- 341 Sports Officiating
- 345 Elementary School Physical Education
- 361 Curriculum and Methods of Health Instruction
- 371 Theory and Practice of Baseball
- 372 Theory and Practice of Basketball
- 373 Theory and Practice of Football
- 374 Theory and Practice of Track
- 379 Athletic Training

- 395 Teaching Assistant Program
- 400 Tests and Measurements in Physical Education
- 420 Organization and Administration of Intramural and Interscholastic Sports
- 430 Sport and Society
- 445 Psychology in Sport and Physical Education
- 446 Psycho-Social Factors
- 465 Motor Learning
- 475 Motor Development
- 486 Readings

RECREATION

- 191, 291, 391, 491 Independent Study
- 192, 292, 392, 492 Independent Study
- 220 Recreation in Contemporary Society
- 315 Community Recreation
- 355 Recreation Leadership
- 356 Camp Leadership
- 418 Administration of Recreation
- 425 Introduction to Recreation Field Work
- 455 Programming for Special Groups
- 485 Recreation Internship

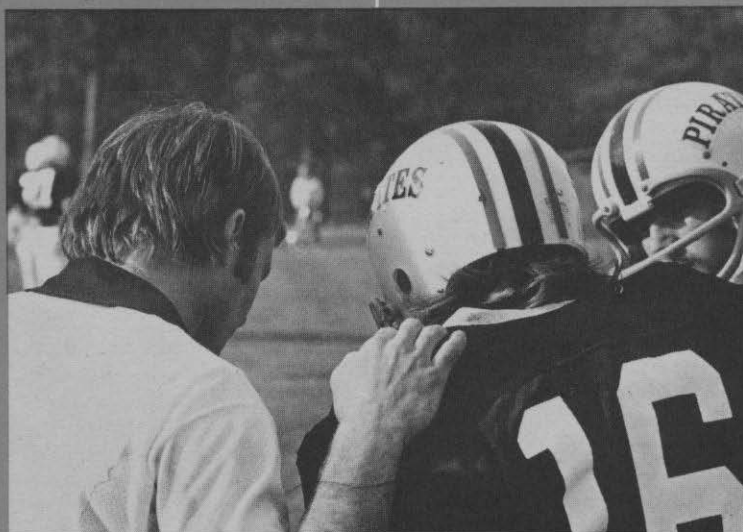
PHYSICS

Faculty

Glen P. Erickson, Edwin A. Olson
Chairperson: Dr. Erickson

COURSE OFFERINGS

121 Introductory Physics I
123 Introductory Physics II
142 Basic Physics Laboratory
151 General Physics I
153 General Physics II
251 General Physics III
353 Atomic Physics
361 Nuclear Physics
363 Thermodynamics
371 Optics
373 Electronics
451 Electricity and Magnetism I
453 Electricity and Magnetism II
461 Theoretical Mechanics
471, 473 Experimental Physics
472 Experimental Physics
491, 492 Independent Study
493 Physical Science Seminar



POLITICAL STUDIES

Faculty

G. William Benz, Garland A. Haas, Dan Sanford
Chairperson: Dr. Sanford

COURSE OFFERINGS

100 Politics in Society
102 The American Political Establishment
151 International Relations
191, 291, 391, 491 Independent Study
211 Inside the System
212 United Nations
221 The American Presidency
240 Modern Foreign Governments
242 American Political Parties
245 Heritage and Culture of the Orient
262 American Diplomatic History
275 Cities and States in American Politics
293, 393 Political Studies Modules
323 Marxism and the Communist World
325 Latin America in the 20th Century
345 History of Soviet Russia
353 Just World Order: Organizing Mankind
363 United States Foreign Policy
365 American Constitution
366 The Soviet Union
371 Public Administration
380, 480 Field Study
390, 490 Internship
425 The Third World
433 European Political Thought
445 American Political Thought
455 The Far East in the 20th Century
293 Seminars "Pre-Law"
"Civil Rights"

PSYCHOLOGY

Faculty

William L. Johnson, Mary Ann Graff, Patricia A. MacDonald, Ronald R. Short
Chairperson: Dr. Johnson

COURSE OFFERINGS

102 Contemporary Psychology: A Collage of Personal Applications
150-159 Freshman Focus Course
250-259 Sophomore Focus Course
350-359 Junior Focus Course
450-459 Senior Focus Course with such topics as
"Man the Aggressor"
"Man the Manipulator"
"Humanistic Psychology"
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Faculty

F. Dale Bruner, Duncan S. Ferguson, Howard A. Redmond, Evelyn A. Smith, Ronald C. White
Adjunct Professors: Leonard Doohan, Eugene Gottesman
Chairperson: Dr. Redmond

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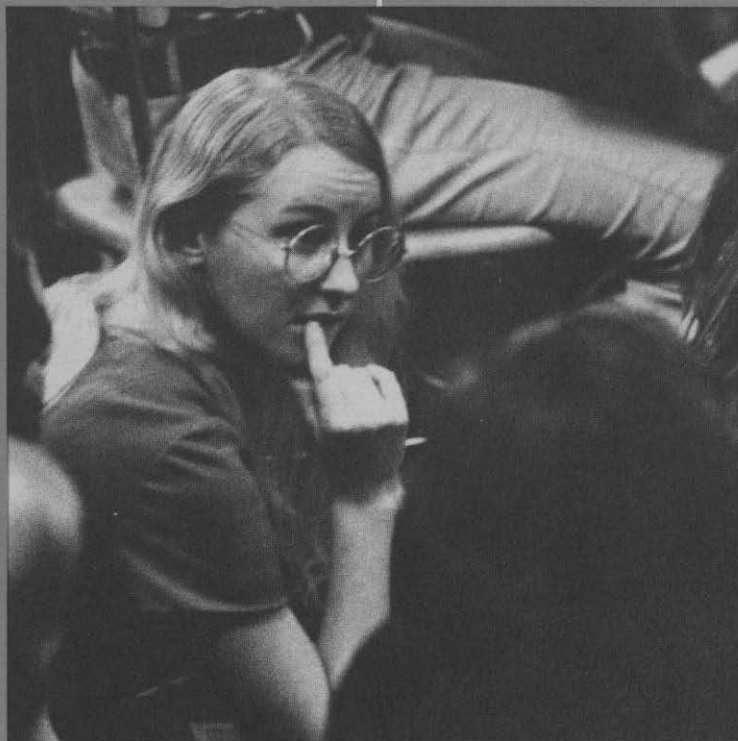
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Faculty

Ronald G. Frase, Frank E.
Houser, Donald H. Liebert
Chairperson: Dr. Liebert

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Faculty

Albert C. Gunderson, Glen E.
Hiemstra, Pat Stien
Chairperson: Mr. Gunderson

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The Christian Theme . . .





THE CHRISTIAN THEME

Christian communities come in many shapes and sizes. Whitworth's mandate is to be a liberal arts residential college where freedom and diversity accompany an enthusiastic commitment to Jesus Christ. Whitworth is open to all who honestly seek for the truth. No student is asked to assent to a theological or ethical creed, but all who come here are to know of Whitworth's own commitment to the Christian faith. Not all

students come or leave with this commitment as their own, but we believe that every student should have an opportunity to seriously consider the Christian faith during his or her college years. For students who stand within the Christian community, college here can be years when faith is broadened and deepened. We see our task as insuring that the Christian faith and its expression is understood in all its richness and variety.

When we state that Whitworth's "theme" is Jesus Christ, we mean far more than having an institutional tie to the United Presbyterian Church, USA. As a college community, we seek to affirm by thoughtful inquiry and responsible action the Biblical and historic faith proclaimed by the church, that in Jesus Christ, God was reconciling the world to Himself. We believe Jesus Christ is God with man, the eternal Son of the Father. He became man and lived among us, died on the cross and was raised to fulfill the work of reconciliation. He is present among us now by the power of the Holy Spirit to continue and complete His mission.

Our "theme" of Jesus Christ brings together an essential historical perspective with theological and ethical insights that provide a solid basis for grappling with the burdens and questions of the present and the future. By carefully identifying and understanding the "cultural baggage" that has frequently surrounded Jesus Christ, and then separating Christ from cultural limitations, Whitworth's theme serves as a powerful and creative launching pad for the exploration of the world and its ideas. "Jesus

Christ came to set men free" from prejudice, superstition, fear. We believe that our theme does not limit, but rather provides a starting place—perhaps a cornerstone—for an education that is liberal and rooted in hope; an ideal preparation for responsible, competent leadership.

A major implication of our theme is concern for every individual who is a part of Whitworth College. Love is the hallmark of the Christian faith, and we endeavor to practice it. The faculty and staff have the responsibility of sustaining a large number of relationships with those who seek purpose and self-identity, wrestle with anxiety and guilt, and who pursue the integration of their whole person. We believe student years at Whitworth should be more than a fact-finding expedition. Because of our theme, our goal is the development of each person's full potential as a human being. We care about people, and we seek to provide the resources to make this concern a reality.

Further, our institution has a prophetic role. We must have the courage of our Christian convictions and must speak boldly on vital issues. If we deny the prophetic impulse, fear risk, or choose expediency over integrity, we will surely lose our distinctiveness as an institution. Our role is to bring Christian insights to bear upon the entire conglomerate of problems facing our community, nation, and world, and to involve as many of our faculty, staff, and students as possible in the solving of these problems.

A central feature of the Christian life is freedom, freedom for the Christian to



enjoy the fullness and satisfaction of a life of true discipleship, but also freedom for those who stand outside the faith to explore the variety of options which life presents.

In addition, as an institution, we seek to govern with Christian grace. If we fail to administrate the life of the college in a Christian way, our integrity is threatened. Whether in the area of student life, college finances, or faculty policy, we endeavor to be authentically Christian.

For my sake
Shon hast died
sacred song
medium voice
Ad libitum
THE CH

CHAPLAINS' OFFICE

Everyone at Whitworth shares in ministry, and the Chaplains' office functions to facilitate particular opportunities for worship, study, and action. In helping to fulfill the mission of the college, the chaplains' staff—comprised of a chaplain, associate chaplain, interns and support staff—works on behalf of the whole community.

CHRISTIAN GROWTH AND SERVICE

One of the important dimensions of life at Whitworth College is the wide range of opportunities for Christian growth and service. In an atmosphere of freedom and openness, students may explore the true meaning of the Christian faith for their personal lives and its very real significance for the community and world around them. Here are some of the opportunities available:

FORUM meets twice a week and gives the entire Whitworth community the opportunity to share common experiences, deal with current issues, and be exposed to the many dimensions of the Christian faith. Occasionally Forum is expanded to a three-day emphasis called "Focus Days," which allows the college community to "focus" on particular Christian concerns and issues.

CAMPUS WORSHIP is a weekly occasion when faculty, staff, and students gather together in a warm and thoughtful atmosphere where we affirm and celebrate our faith and allow ourselves to be strengthened by a sense of Christ's presence in our lives. There are also additional times throughout the year when we come together for special events of worship. In our worship experiences we worship God in a variety of ways, traditional and innovative.

SMALL GROUPS of every conceivable type abound at Whitworth. Christian commitment is explored and sustained

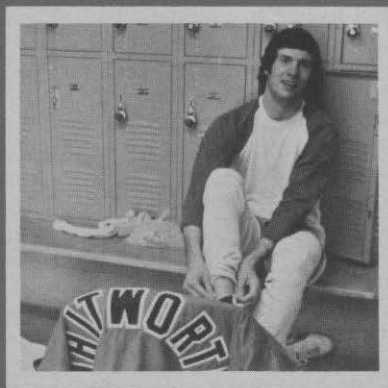




us the opportunity to "walk through Holy History" together. During Advent an annual Christmas service celebrates the birth of Christ our King.

New programs and events spring to life each year as the needs of the community change and as the Christian faith finds new expression. In all of these activities we seek to be faithful to the theme of Jesus Christ, knowing that those who lead this life do not claim to have the corner either on grace or truth, but they do endeavor to be faithful to the one who was filled with both.

Student Development . . .



STUDENT DEVELOPMENT

The Office of Student Development is responsible for student life at Whitworth—the residence life program, student activities, career planning and placement, the health center, counseling, learning resource services, and minority and women's programs.

By design, Student Development supports and supplements the academic program by fostering the many kinds of growth and personal learning which can be part of the college experience. For Whitworth is convinced that college isn't just for preparing for careers but also preparing for all of life—becoming people who enjoy being alive, people who welcome rather than shrink from the challenges of our complex world, people who have the inner resources and values to creatively respond to whatever situations they encounter. Whitworth wants to prepare students to approach the important intellectual, moral, and emotional issues of the day with enthusiasm and confidence.

Several assumptions are associated with our student development process. First, we assume that all individuals, regardless of age, are in a lifelong process of development. Many factors, including personal history, successes and failures, interests and



aptitudes, family and peer group relationships, and goals and aspirations contribute to the development. Accordingly, where a particular individual is at the time he or she enters Whitworth may vary widely.

We also believe that growth is enhanced when we have a model to use to pattern and compare our own development. We believe that Jesus Christ is the model of the fully developed whole person—the One who was able to give and receive love most fully, perceive people and the world most clearly, and welcome rather than resist change. Therefore, a relationship with Christ may have a particularly important effect on an individual and may provide a special resource for love, for wholeness and for change.

A third assumption underlying our emphasis on student development is that each student is a unique and valuable person. We discourage students from following a narrow conformism, and we are accepting of a wide diversity of lifestyles, values and personality structures. Whitworth strives to be a community of differences.

THE RESIDENCE HALLS

When a student trades the familiar private room for a roommate stranger and a place that's "home" for 20 to 80 others with varying tastes, interests, habits, income, opinions, beliefs, and expectations, the door is opened for one of life's most challenging and enjoyable experiences.

The residence hall environment can be whatever a college wants it to be: an impersonal hotel, a rooming house with lots of landlord rules and regulations, or a large community with shared decisions and responsibility. Whitworth works hard to see that the residence halls are communities because they are most conducive to personal growth.

Students, with the aid of professional resident counselors (RC's) and resident advisors (RA's), form their own individual dorm communities based on what they together determine as goals and needs. Early in the fall term, a "dorm decision day" is set aside for each living unit to decide how it will function. In the process of deciding on and amending their community structure, students begin to experience the delicate balance between responsibility to oneself and responsibility to other people.

While most student behavior questions are decided in the individual living units, the college does prohibit three specific activities on the campus in the interest of health, safety, and community cohesiveness. Hence, consumption of alcohol, use of illegal drugs, and cohabitation are prohibited.

Theme Dorms

Some residence halls are known as Theme Dorms—because the residents have chosen to organize around a particular interest or theme. Students may design a theme that incorporates academic credit, with all residents taking the same course (usually meeting with the professor in the dorm).

Some examples: French (with French cuisine, language), Literary Writing (with much writing and critiquing and guest authors lecturing), Futuristics (preparing a handbook on the subject), Latin America (culminating in a two-month visit to Latin America).

The integration of living with academic interests is particularly satisfying to

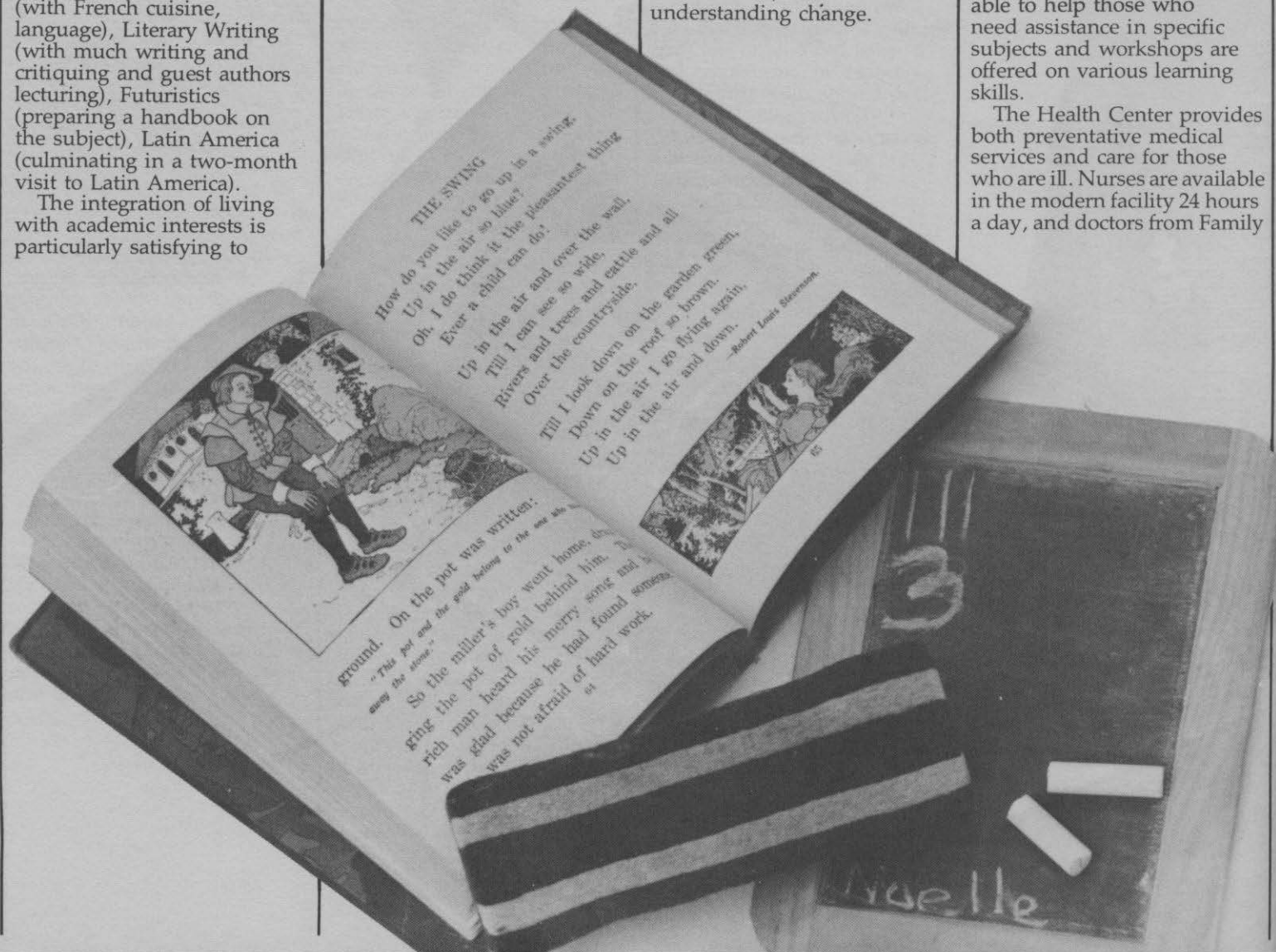
students, as they get deeply involved with a particular subject and apply it personally. The informality of the setting also provides a chance to get to know professors in a more personal way. Clearly, theme dorms are one of the most popular aspects of life at Whitworth.

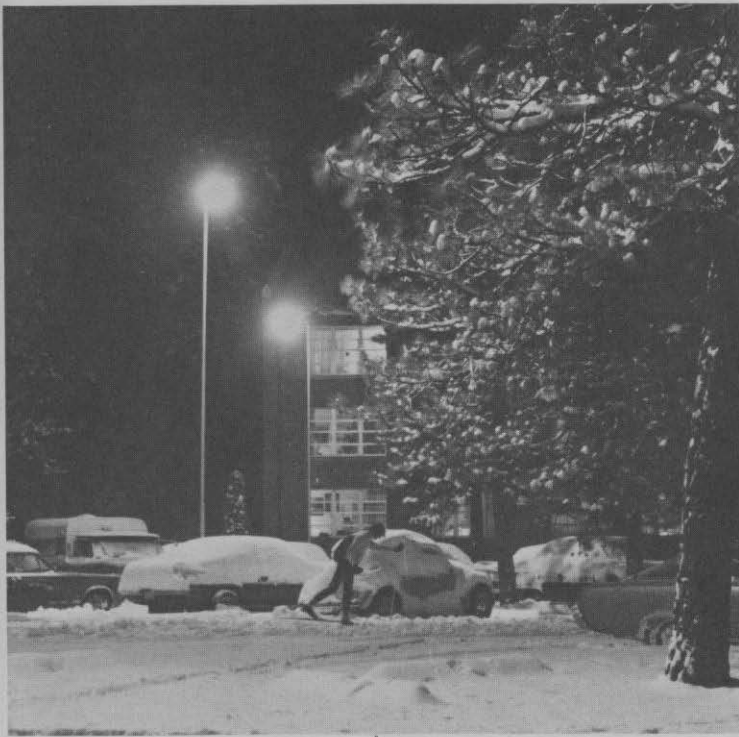
STUDENT SERVICES

One of Student Development's functions is to provide a variety of special programs for students. These include helping students discover their particular learning styles and how to most effectively utilize them, and seminars in understanding sexuality, gaining study skills, improving interpersonal effectiveness, and understanding change.

Professional counseling services are available through the Counseling Center in Student Development. Students also readily turn to their resident counselors and advisors and to their professors for personal as well as academic counseling. The Office of Learning Resource Services is a referral center for students having academic difficulties; tutoring services are available to help those who need assistance in specific subjects and workshops are offered on various learning skills.

The Health Center provides both preventative medical services and care for those who are ill. Nurses are available in the modern facility 24 hours a day, and doctors from Family





Medicine in Spokane conduct clinics in the Health Center four nights a week.

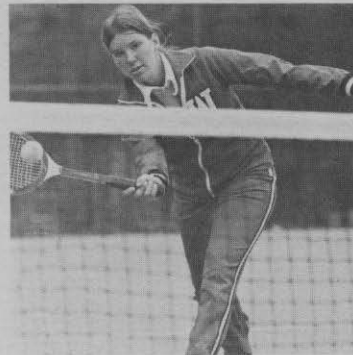
To help students evaluate their own abilities and make decisions about career directions, the Career Planning and Placement Center offers free diagnostic personality and job aptitude testing and counseling. A wide range of reference materials and job information is available, and the Center helps students find campus and off-campus jobs throughout the academic year and during the summer. The Center also provides invaluable assistance to students preparing for graduate school and entering the job market. Personal counseling, teaching how to build resumes and

how to interview for jobs, hosting on-campus employer interviews, advertising student skills, and other activities help Whitworth graduates move into much sought after career positions, and to integrate their careers with their value and lifestyle preferences.

STUDENT ACTIVITIES

A full-time Student Activities Coordinator works with the elected members of student government and appointed student managers to plan and carry-out activities which range from Homecoming festivities to mountain climbing to political lobbying to a child care center. The objective is to provide a multitude of opportunities for students to express themselves, to explore new horizons, to have fun, and to be involved with people, issues, and ideas.

Student government is responsible for most of the social programming on campus, and individual students are full-fledged members with faculty on the various Councils which formulate major campus policies.



The Great Outdoors. Many students and faculty take advantage of the geographical location of Whitworth. Skiing, snowshoeing, mountain climbing, water skiing, backpacking, canoeing, and hiking are all available within minutes of the campus. The Wilderness Activity Program offers a great variety of wilderness and camping experience in addition to organized expeditions. The wilderness program is expanding to include summer courses.

Individual Expression. Expressing oneself in drama, writing, photography, or music is an important part of self-discovery. Everyone is encouraged to participate in these activities, both as a means of self-expression and as a model for the use of leisure time.

Cultural Groups. Groups such as the Cosmopolitan Club for foreign students, the Black Student Union, or the Keika Oka Aina for Hawaiian students offer a chance for a specific cultural identity. These groups are active in their desire to share common experiences, create a cohesive community, and communicate effectively to the campus at large.

Service. For many students the real action is found in being a Big Brother, working in the Crisis Clinic, or volunteering other services. The campus, as well as the city of Spokane, offers numerous opportunities to help others in need. It is important to us that students are not isolated from society, but have an opportunity to experience first-hand the enormous needs, problems, and resources of the community.

ATHLETICS

One of the advantages of a college with a student population of 1,300 is that education is personalized. For athletes, there's the bonus of a quality athletic program where the individual is respected.

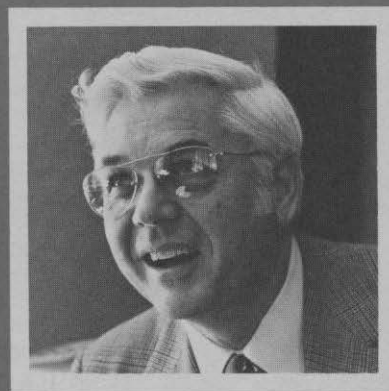
Whitworth offers broad opportunities for sports participation through intercollegiate and intramural athletic programs for men and women. The college is represented by teams in nine varsity sports as a member of the Pacific Northwest Intercollegiate Athletic Conference, and Whitworth women compete in six sports in a new league, the Inland Valley Conference. Intramural activity, mainly organized according to living units but also involving commuter students and faculty and staff, provides recreational opportunities in 26 different sports and extends the enjoyment of team play and competition to almost every student.

These programs give the student a realistic chance to pursue physical activity at the level of interest and ability, and to develop habits of physical fitness which are important for the rest of one's life. Some find in varsity competition a chance to pursue excellence, and today's students uphold a long Whitworth tradition of high athletic achievement. And in recent years, women have begun to benefit from athletic scholarships, excellent coaching, the rigor of hard training, and the satisfaction of all-out team and individual effort.

Summary

Whitworth provides many programs for students but encourages students to create unique activities and experiences on their own. Our goal is not to plan a few major events that will please everyone; we want our activities to be as varied as our student body. Members of the student development staff work closely with students to create experiences that will assist people in stretching themselves and expanding their boundaries—to become mature, competent graduates who will make a significant contribution to our society and to our world.

Trustees and Administration . . .





PRESIDENT Edward B. Lindaman

President Ed Lindaman is completely at ease hobnobbing with the nation's top scientists, theologians, and decision makers. Yet he's just as comfortable, and just as interested, rapping one-to-one with a fledgling college student. And though he moves easily among the sophisticated and erudite, he's never lost his capacity for enthusiasm, his delight at the sheer fun of a fresh new idea.

The real-world practicality of his background (he came to Whitworth after 25 years in the aero-space industry) and his dynamic ability as a leader, combined with his acumen as futurist, prompted Washington Governor Dan Evans to appoint Lindaman chairman of "Alternatives for Washington", an ambitious scheme to put citizens in the driver's seat as the state rushes into tomorrow. Concurrently, he served as national chairman of the Environmental Symposium series at the 1974 World's Fair in Spokane.

Ed Lindaman often lunches in the student cafeteria, sometimes spends the night in a residence hall, and keeps his home and office genuinely open to every student. He listens, he bends your mind with ideas. No matter how free-wheeling the discussion, shining through is his conviction that man must learn to take a more active part in shaping the future of the world. He sees this role as part and parcel of the Christian mission because "in Christ God validates his promises to man. But they are not yet completely fulfilled. To be open and receptive to the future set before us in the life of Christ is to be open to

unprecedented world transforming possibilities."

College presidents usually have a string of academic degrees, and Whitworth college presidents always have, in the past, been ordained ministers. Lindaman came to the job with neither qualification. He had, instead, a remarkable and comprehensive education derived from a life of voracious reading and an impressive record as a Presbyterian layman. He was elected national president of United Presbyterian Men, named a member of the National Board of Christian Education of the United Presbyterian Church, and was a delegate to the World Council of Churches in Uppsala, Sweden, in 1968.

In 1970, when Ed Lindaman took the helm of Whitworth, the college was fighting declining enrollment and growing deficits. Since then, the college enrollment soared 39% to a record level and the budget was balanced. But there's another measure of success that perhaps means even more—the warm hugs and expressions of affection he receives from departing seniors at commencement.

**VICE PRESIDENT FOR
ACADEMIC AFFAIRS**
Duncan S. Ferguson

After Duncan Ferguson's name trails a growing string of credits that would suggest at least a hint of grey hair. At Whitworth he's been Chaplain, Interim Director of Athletics, Professor of Religion and Department Coordinator, Humanities Department Chairperson, Human Development Coordinator and Vice President for Academic Affairs, to say nothing of his on-going roles as minister, scholar, theologian, writer, and athlete.

He's also known for his ability to organize, and to bring calm and good humor to complicated situations. And grey hairs? Not a one.

"I think education should be enjoyed and personally fulfilling," says Duncan. "As a matter of fact, the educational system has worked pretty hard to make a young person's experience in school boring. But I think if we are willing to be innovative, flexible and responsive to students, we can create a setting in which learning can be exciting and fun. The key, I think, is to put the emphasis on lifelearning rather than just booklearning. That's what Whitworth is all about—learning for life."

Dr. Ferguson has his bachelor's and master's degrees from the University of Oregon where he studied history and philosophy and was a member of the 1958 Rose Bowl Team. He received his bachelor of divinity from Fuller Theological Seminary, and his doctor of philosophy from New College, Edinburgh University, Scotland. He has also done graduate work at



Stanford University. His background in biblical and theological studies has given him a special concern about Whitworth's distinctive Christian identity. He says, "What is exciting about being a part of the Whitworth community is the way in which we have blended a deep commitment to Christian faith with

an openness to diversity and freedom to pursue new ideas. To work with colleagues who share a common vision of life and sense of mission is extremely rewarding."

Dr. Ferguson traveled extensively in Europe and Asia during the two years he studied in Scotland. Prior to coming to Whitworth he was Assistant to the President and Assistant Professor of Religion at Piedmont College in Georgia.

He has authored book reviews for *Theology News and Notes* and an article he wrote,

"An Introduction to the Thought of Reinhold Niebuhr," was published in *Forum*. The life of writing and teaching still has a great deal of attraction for him, but, as he says, "My work as Academic Vice President gives me the opportunity to have a central role in building the kind of college which can send students out into the world to make a difference."

**VICE PRESIDENT
DEVELOPMENT AND
PUBLIC AFFAIRS
R. Donald Weber**

Don is a professional who brings with him an enthusiasm for a college with Jesus Christ as its theme. After serving as Director of Development for a seminary for ten years, he became an executive in business. Missing the world of ideas and the excitement of presenting and selling a cause that could change people's lives, he came to Whitworth. Don goes full speed in whatever he does. And that includes skiing, which keeps him busy almost every day of the Christmas holidays. He's been at Whitworth since 1971, but still can't get over living 30 minutes from the ski runs on Mt. Spokane. His responsibilities at the college include fund raising, public relations, estate planning, alumni affairs, and overall external relations of the college.



**VICE PRESIDENT FOR
STUDENT LIFE AND
DIRECTOR OF STUDENT
DEVELOPMENT**

William D. Peterson

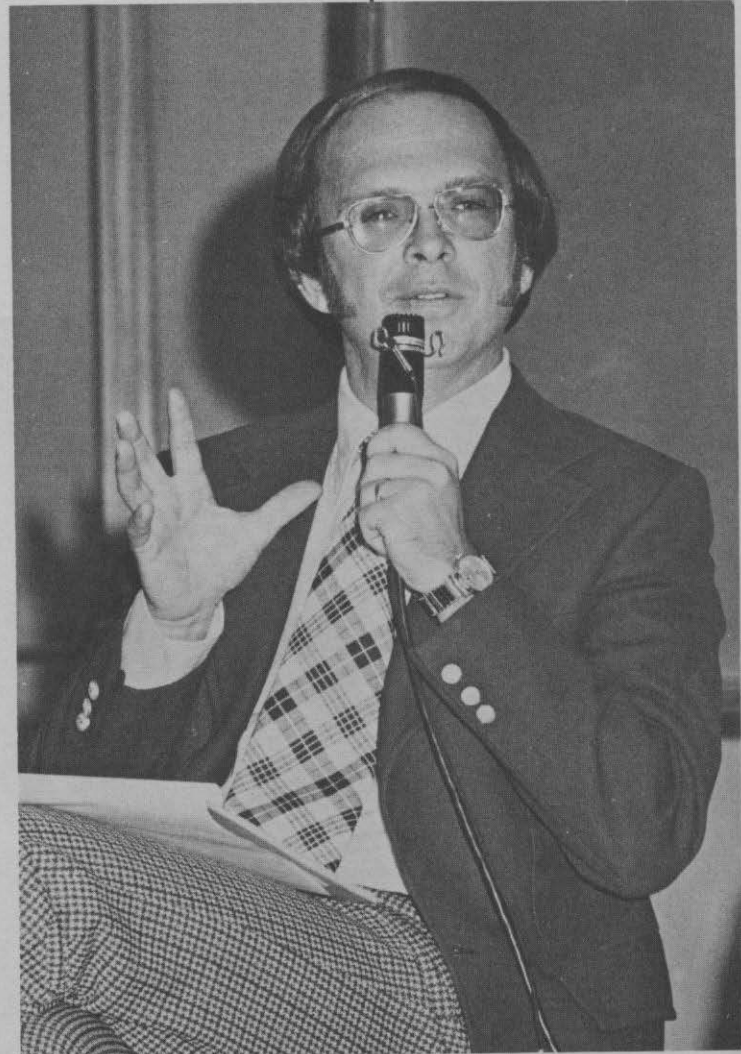
Bill brings to Whitworth a varied background in teaching, counseling, and student life administration. Prior to coming to Whitworth he taught in the graduate school at Purdue University, preparing individuals for careers in counseling and student development. He has also worked in the dean of students office at Michigan State and in the residence halls at Oakland University and Eastern Michigan University. Bill was attracted to Whitworth because of its combined commitment to Jesus Christ and to student/human development. Bill's graduate education includes a master's degree in college student personnel and a Ph.D. in administration and higher education from Michigan State University.

In addition to having a strong commitment to students, he is vitally committed to his family. To this end, he is Contributing Editor of the publication *Growing Child*, and as the author of the *Growing Child* "Family Series." Bill's wife Kathy and daughter Kerstin are also very committed to Whitworth, and love contact with students.



CHAPLAIN
Ronald C. White

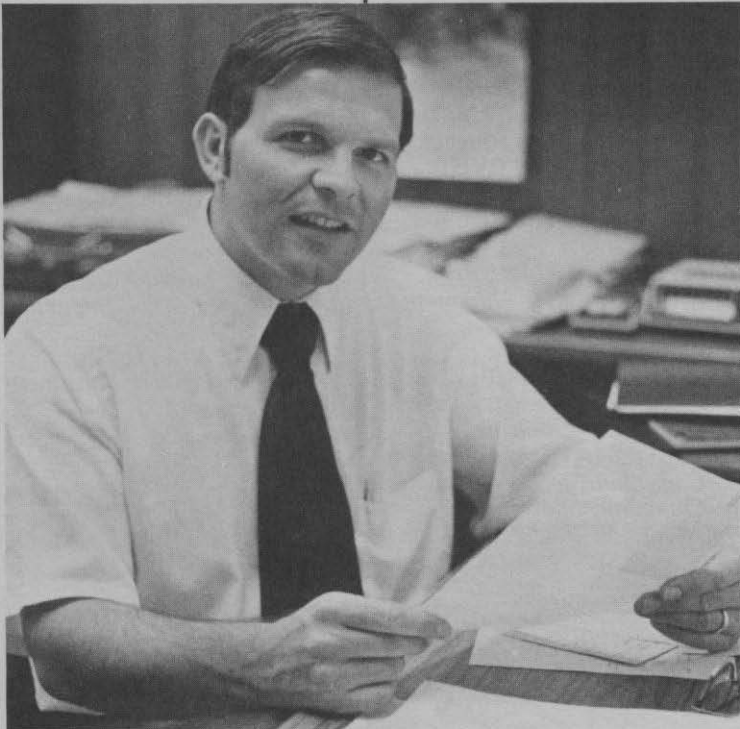
Ron White was once described as "someone who is quietly dynamic." The description is an apt one. He's eager to create an atmosphere of freedom for those who are questioning. He's a responsive listener, whom people find warm and comfortable. Dr. White has lived and traveled in England, Eastern Europe and Latin America. "I'm committed to a faith that's both personal and social," he declares. "Christ died for the world, and I feel that part of our college experience should be to learn what that world is and how we relate to it." A native of Glendale, California, Ron studied history at Northwestern University and then at UCLA, where he graduated with honors. He studied at Princeton Theological Seminary and Lincoln Theological College in England before receiving his master's and Ph.D. in Religion in America from Princeton University.



DIRECTOR OF ADMISSIONS

Robert L. Hannigan

When Bob Hannigan came to Whitworth in 1976, he brought impressive professional credentials and the personal style and values which made him right at home. At 34, he already had spent 11 years in admissions related work in three states—Pennsylvania, Colorado and Arkansas. He has a bachelor's degree from Westminster College in history and a master's of education in counseling from the University of Pittsburgh. His professional work began while he was at Pittsburgh, where he moved up to associate director of admissions in just two years. Then he joined the University of Colorado and held three positions in seven years—assistant director of admissions at the Boulder campus, director of admissions and records at the Denver campus, and, finally, university registrar. And, most recently, he was dean of student services at the University of Arkansas, Fayetteville. Informed, personable, and easy to talk with, Bob came to Whitworth because he believes in the focus and quality of Christian higher education which he finds here.



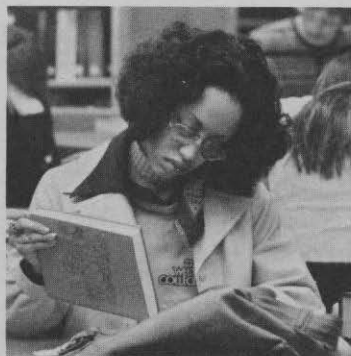
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Dealer, Saunders & Ott,
Fairfield*
MORRIS PLOTKIN, *Industrial
Planning, Retired, Playa
Del Rey, California*
MARTIN S. POLHEMUS,
*General Agent, Northwestern
Mutual Life Insurance
Company, Spokane*
DR. WILSON W. RASCO,
*Executive, Synod of Alaska-
Northwest, Seattle*
DR. WILLIAM C. RICHTER,
*Ophthalmologist,
Maui, Hawaii*
WERNER ROSENQUIST,
*President, Empire Lines,
Inc., Spokane*
DR. WILLIAMS. STODDARD,
*Pastor, Retired, Walnut
Creek, California*
ARTHUR E. SYMONS, JR.,
*Symons Frozen Foods
Company, Centralia*
DR. D. KIRKLAND WEST,
*Pastor, Retired, Medford,
Oregon*
DR. C. DAVIS WEYER-
HAEUSER, *Comerco,
Inc., Tacoma*
WILLIAM R. YINGER,
*Independent Oil Producer,
Oklahoma City, Oklahoma*

ADMINISTRATIVE STAFF

EDWARD B. LINDAMAN,
President
MARY H. SIMONSON,
Executive Secretary

DUNCAN S. FERGUSON,
*Vice President for
Academic Affairs*
DONALD D. DEUPREE,
Associate Academic Dean
GLENN E. FEHLER, *Registrar*
ROLAND B. WURSTER,
Assistant to the Dean
ALVIN B. QUALL, *Director
of Graduate Studies*
JOHN A. ECKLUND, *Director
of Athletics*
ISAAC S. H. WONG, *Head
Librarian*

WILLIAM D. PETERSON, *Vice
President for Student Life and
Director of Student Develop-
ment*

LILLIAN D. WHITEHOUSE,
*Associate Director of
Student Development*

SHIRLENE SHORT, *Associate
Director of Student Develop-
ment, Director of Residence
Life Program*

KAYE VIA MICKELSON,
*Coordinator of Student
Activities*

LEILA C. BROWN,
*Coordinator of Learning
Resources*

GERALD H. HERMANSON,
*Coordinator of
Counseling Services*

GEORGENE WINNIFORD,
*Supervisor of Student
Health Services*

R. DONALD WEBER, *Vice
President for Development
and Public Affairs*

DAWN BOWERS, *News
Bureau Director*

HUGH W. JOHNSTON,
*Development Research
Associate*

MAUREEN M. MOORE,
*Development Research
Associate*

RICHARD B. COLE, *Director
of Church Relations*
BRAD HUNTER, *Director
of Community Relations*

RONALD C. WHITE, *Chaplain*

G. MICHAEL GOINS, *Business
Manager*

DAYNE J. NIX, *Bursar*

WAYNE J. DOCKTOR
Director of Physical Plant

HERBERT A. STOCKER,
*Director of Personnel and
Administrative Support*

ROBERT M. McCROSKEY,
*Coordinator of
Computer Services*

MYRNA R. WITTWER,
*Supervisor of Computer
Operations*

ROBERT L. HANNIGAN
Director of Admissions

DAVID A. MORLEY, *Associate
Director of Admissions*

WILLARD D. RUSK, *Associate
Director of Admissions and
Financial Aid Director*

KEITH KRISTIN, *Admissions
Counselor*

GARY PARSONS, *Admissions
Counselor*

SHIRLEY P. WALL,
*Admissions Counselor and
Office Coordinator*

College Calendar . . .



COLLEGE CALENDAR

January Term 1977

Instruction begins, Monday,

January 3

Term ends, January 28

Spring Term 1977

Registration, February 2

Instruction begins, February 3

Spring vacation, begins

March 19

Classes resume (8 a.m.),

March 28

Final Examinations, May 11-13

Baccalaureate and

Commencement, May 15

Summer Session 1977

FIRST SESSION:

Registration, May 16

Instruction begins, May 16

Session ends, June 5

SECOND SESSION:

Registration, June 13

Instruction begins, June 13

Session ends, July 22

THIRD SESSION:

Registration, July 25

Instruction begins, July 25

Session ends, August 12

Fall Term 1977

Orientation and Advising,

September 6

Registration, September 7

Instructions begins,

September 8

Thanksgiving recess

begins, November 23

Instruction resumes,

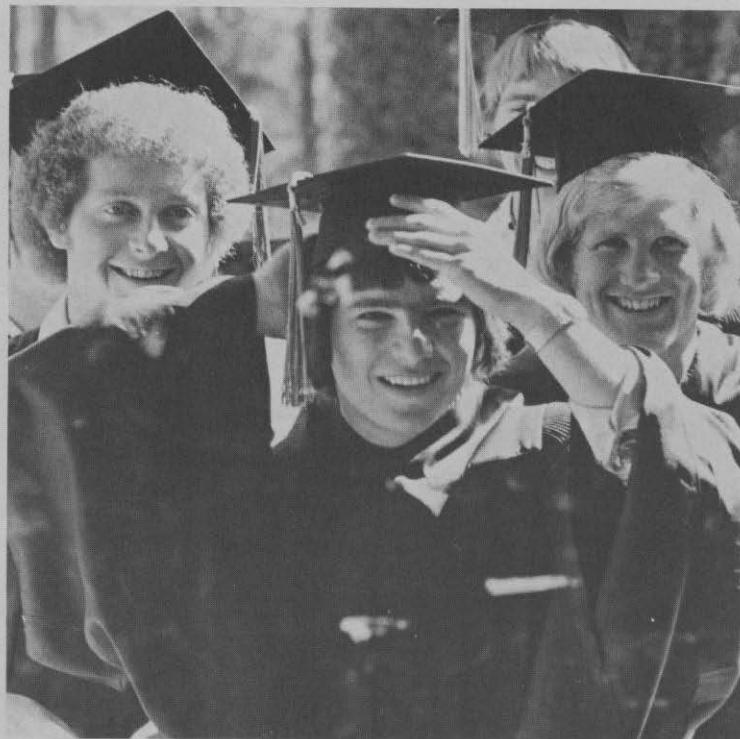
November 28

Final Examinations,

December 14, 15, 16

Christmas vacation,

December 17-January 2



January Term 1978

Instruction begins, Monday,

January 4

Term ends, January 27

Spring Term 1978

Registration, February 1

Instruction begins, February 2

Spring vacation begins,

March 23 after class

Classes resume, (8 a.m.) April 3

Final Examinations, May 10,

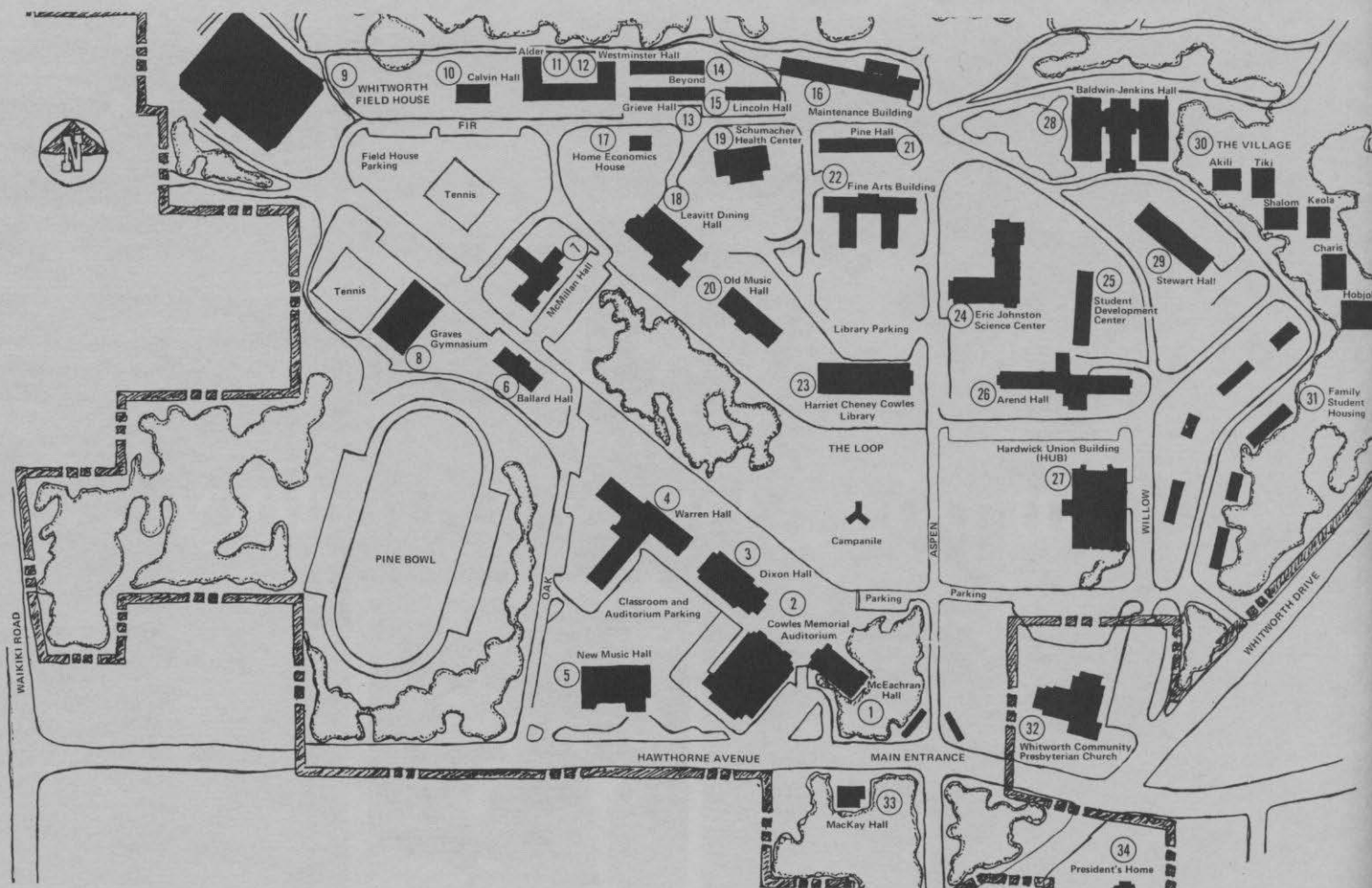
11, 12

Baccalaureate and

Commencement, May 14

Campus Map & Directory . . .





CLASSROOMS

- 3—Dixon Hall
Audio Visual Center
Evening School
Graduate Studies
Summer School
Dept. Offices: Education,
Philosophy, Psychology
Religion
- 5—New Music Hall
- 12—Westminster Hall (English
and Journalism)
- 13—Grieve Hall (Home Economics)
- 17—Home Economics House
- 20—Old Music Hall
- 21—Pine Hall
Dept. Offices: Sociology,
Business, Economics
- 22—Fine Arts Building
Dept. Offices: Art,

Mathematics

- 24—Eric Johnston Science Center
Dept. Offices: Biology,
Chemistry, Earth Sciences,
Physics
- 33—MacKay Hall (Languages)
- ADMINISTRATIVE OFFICES**
- 1—McEachran Hall
Academic Dean
Admissions
Alumni Office
Business Office
College Development
President's Office
Public Relations
Registrar
- 25—Student Development
Counseling Center
Housing
Placement
Student Services

HOUSING

- 4—Warren (West, South, East)
- 6—Ballard
- 7—McMillan
- 10—Calvin
- 11—Alder
- 14—Beyond
- 26—Arend (Washington,
Carlson, Goodsell)
- 28—Baldwin-Jenkins
- 29—Stewart
- 30—The Village (Theme Dorms)
- 31—Family Student Housing
- 34—President's Home
- SERVICE BUILDINGS**
- 2—Cowles Memorial Auditorium
Dept. Offices: History,
Political Science,
Speech-Theatre

- 8—Graves Gym
- 9—Whitworth Field House
- 15—Lincoln Hall
Addressograph
Print Shop
Word Processing
- 16—Maintenance Buildings
- 18—Leavitt Dining Hall (Saga Foods)
- 19—Schumacher Health Center
- 23—Harriet Cheney Cowles Library
- 27—Hardwick Union Building (HUB)
Bookstore
Chaplain's Office
Post Office
Snack Bar
Student Offices
- 32—Whitworth Community
Presbyterian Church

Admissions Information . . .



ADMISSIONS INFORMATION

Whitworth's goal of assisting students in attaining their full potential as individuals extends to the admissions criteria. Acceptance is granted to those students who seem most ready for this developmental process. Past experience assists us in making that very important evaluation. We use no arbitrary cut-offs for grade point average, test scores or class rank because we know that intellectual motivation can be extremely important to a successful college experience. No prescribed pattern of courses is required for entrance although the relative strength of an applicant's secondary school program will be a part of the admission decision. Generally, four years of English, two of history and social science, two or more years of mathematics, two or more years of science and two years of a foreign language would comprise a competitive college preparatory program. It is also important for us to know of past successes and failures, yet decisions are based on "where the student is" at the time of application.

The admissions staff works hard to know applicants as individuals during the applica-

tion process. Vital in all that we do is our diversity. Perhaps our hope for continued diversity explains the college's reluctance to define admissions standards in terms of grade points and/or test scores alone. While the college normally expects its applicants to have received a secondary school diploma prior to enrolling, exceptions occasionally are made. In short, Whitworth is anxious to have students who are qualified and eager to take advantage of a very exciting and demanding educational experience.



FRESHMAN APPLICATION PROCEDURE

Application for admission as a freshman is made on a form included at the back of this catalog and which is also available from the Office of Admissions. The following

by the high school counselor or appropriate school official.

3. OFFICIAL TRANSCRIPT of high school academic work through at least six semesters. In the event of acceptance prior to the completion of high school, a final transcript following graduation is necessary.

4. PERSONAL INVENTORY is a part of the application form and is primarily designed to help us know more about the applicant as a person.

5. SCHOLASTIC APTITUDE TEST (SAT), AMERICAN COLLEGE TEST



(ACT), or WASHINGTON PRE-COLLEGE TEST (WPCT) results must be sent to the Office of Admissions.

Applicants will be notified of their admission as soon as possible after their applications are complete. Whitworth continues, however, to subscribe to the Candidate's Reply Date agreement and admitted students will not be required to notify the college of their final decision until May 1.

credentials should reach the Office of Admissions by June 1 for fall entrance:

1. APPLICATION FOR ADMISSION accompanied by a non-refundable \$10 application fee.

2. SCHOOL EVALUATION Section Two of the application form should be completed

TRANSFER APPLICATION PROCEDURE

Application for admission as a transfer student is made by following steps No. 1 and No. 4 above (Freshman Application Procedure), forwarding an official transcript of college work completed and the Transfer Reference Form. If less than one year of college work has been completed at the time of application to Whitworth, Steps No. 2, No. 3 and No. 5 (Freshman Application Procedure) would also be necessary.

READMISSION OF FORMER STUDENTS

Former students seeking to return to Whitworth must submit a readmission application (available from the Office of Admissions) and official transcripts of all college work completed during the absence. Returning students whose absence has not exceeded one year and who have not taken college work elsewhere need not re-apply but may register directly with the Registration Office.



PART-TIME STUDENTS

Students enrolled for less than $3\frac{1}{4}$ courses are considered part-time. In many instances, the part-time student classification serves the needs of the Spokane community and can be on a credit or audit basis. Part-time students seeking a degree should follow the stated freshman or transfer application procedure. Part-time students not seeking a degree from Whitworth are not required to complete the normal admissions process; they may register directly through the Registration Office.

EARLY DECISION

Candidates for early-decision admission may apply as early as September 1 of the year prior to desired entrance. Early-decision applicants must have maintained a strong academic average through their junior year in high school. It is understood early-decision applicants will have narrowed their college choice to Whitworth and will make only this single application. Early-decision applicants will receive notice of admission beginning November 15. Selection of regular candidates begins December 1. When applying, candidates are asked to indicate "Early Decision" on the top of the application form and should follow the procedures outlined under Freshman Application Procedure.

ADVANCED PLACEMENT

Students who have received scores of 3, 4, or 5 on the College Entrance Examination Board Advanced Placement Examination may be given both advanced placement and credit toward graduation. Specific provisions are dependent on the subject matter field. Inquiries are welcomed by the Admissions Office.

DEFERRED MATRICULATION

The College supports the practice of deferred matriculation. This policy allows students to apply for admission during their senior year in high school and, if accepted, to delay matriculation for one or two years.

Applicants should indicate their intended entrance date on the application form. This practice is specifically designed for students wanting travel or work experiences and not for those attending other colleges before entering Whitworth.

CAMPUS VISIT

Perhaps the best way to discover how a college might meet an individual's needs is through a campus visit. The Admissions Office is open weekdays throughout the year, but we prefer that campus visits occur when classes are in session. Visits should not be planned during vacation times. (See Academic Calendar.) The college will provide one full day's board and room for prospective students who visit the campus. To arrange a visit, contact the Admissions Office in advance either by using the reply card in the back of the catalog or by letter.

COSTS AND FEES

Whitworth College is an independent institution and, like most such institutions, receives minimal support from public funds. Each student is charged tuition and fees which cover approximately three-fourths of what it costs the college to provide its services. The balance of these costs is met by income from endowment and by gifts from trustees, alumni and other friends of the college. Since prompt payment of student bills is important in maintaining our quality educational program, all details for paying current charges must be finalized as students enroll for classes. Payment in full is due at the beginning of each term, or students and their parents may desire to use the insured budget plan, which spreads payments over a ten month period (June 1-March 1). Further information concerning the payment of bills is available from the Business Office.



Cost for 1977-78 Academic Year

TUITION	\$2,875 ¹
ROOM AND BOARD	\$1,425 ²
FEES	187
Associated Student Body Fee	\$100
Student Activity Center Fee	15
Health & Accident Insurance	72 ³
TOTAL COSTS	\$4,487

¹A full-time academic load is 3¼ to 4¾ courses in the fall and spring terms and 1¼ courses in the January Term.

²Room and board charges do not cover regular college vacation periods. The above rate provides for a double room and 20 meals per week. A 14-meal plan is available at a reduced rate. Students in private rooms at their own request pay 25% additional room rent.

³Student Health and Accident Insurance must be carried by all students enrolled for more than three full courses unless there is a signed waiver on file in the Business Office showing other coverage. Those waivers must be submitted by September 25 for students beginning the fall term and February 20 for students beginning in the spring term.

While the cost for a full 4-1-4 (nine month) college year for an on-campus student is \$4,487, students living off-campus would pay the college \$3,062. Additional expenses for books, supplies, personal items and transportation will vary with each student, and is a necessary consideration when planning total costs.

Miscellaneous Costs

One Course (Undergraduate)—for students enrolling in <i>only one</i> course in day or evening school	\$125
Part-Time Day School—for enrollment in 1 $\frac{3}{4}$ to 3 courses, per course	\$425
Excess Courses—for courses in excess of 4 $\frac{3}{4}$ courses, per course	\$212
Excess Course Audit—for students taking an audit course in excess of full-time load, per course	\$25
Audit Fee—for students enrolling for audit only in a day school program, per course	\$60
Independent and Field Study—not to exceed two courses, and program must be approved by the academic dean, per course	\$200
Change in Registration (after 3rd week)	\$5
Late Registration Fee (after 1st week)	\$15
Graduation Fee	\$15

REFUND POLICY

A student who withdraws during the course of a semester is eligible for an adjustment of charges as follows:

1st week following beginning of instruction—100% refund on tuition and student fees less \$10 service charge. Board and room refund on prorated basis.

2nd week following beginning of instruction—80% refund. No refund on student fees. Board and room refund on prorated basis.

3rd week following beginning of instruction—60% tuition refund. No refund on student fees. Board and room refund on prorated basis.

4th week following beginning of instruction—40% tuition refund. No refund on student fees. No refund on room. Board refund on prorated basis.

After the 4th week following beginning of instruction—No refunds on tuition, student fees, or room. However, board refunds will continue to be prorated throughout the term.

FINANCIAL AID

Assistance in many different forms is available to help as many students as possible who want to attend Whitworth but who have inadequate financial resources. For the most part, financial aid is awarded on the basis of financial need as determined by the College Scholarship Service. Most offers of Whitworth aid are made each spring for the following academic year. Very limited funds, if any, are available to the student applying for entrance at midyear.





COLLEGE SCHOLARSHIPS AND GRANTS.

Scholarships are ordinarily awarded to students who have demonstrated that they will contribute significantly to the total community. Some college grants are awarded to students from low-income families who could not otherwise attend the college. A few scholarships are awarded regardless of financial need to students who have distinguished themselves in academics and other aspects of school and community life.

LOAN FUNDS.

These may be administered directly by the college or in cooperative arrangements with the government or other institutions. Many loans carry low interest rates and normally do not require that repayment

begin prior to graduation. The repayment period is often extended to ten years.

EMPLOYMENT.

The Student Employment Office is a clearing house for both on- and off- campus jobs. Most part-time jobs are on campus where the work does not usually exceed 15 hours per week and \$1,000 of pay per school year. Whitworth participates in the College Work-Study Program, a federally financed program.

FINANCIAL AID APPLICATION PROCEDURE

Application for financial aid at Whitworth is accomplished by:

1. Submitting the College Scholarship Services' FINANCIAL AID FORM (to determine student need). These forms are available through high school counseling offices or the Whitworth Admissions Office.
2. Completing the Whitworth College FINANCIAL AID APPLICATION, available from the Admissions Office. Students who apply prior to March 1 are more likely to receive funds than later applicants; however, late applicants are encouraged to submit aid requests since awards are made to qualified applicants as funds become available.

After a student is accepted for admission and we have received the above forms, we automatically consider him or her for *all types of aid* for which he or she qualifies, except for the Basic Educational Opportunity Grant. This grant requires a separate application form which is available through high school counseling offices or the Whitworth Admissions Office.

OTHER FORMS OF AID

The United Presbyterian Church, U.S.A., provides several types of student financial aid through its church-related colleges. They include the following:

NATIONAL PRESBYTERIAN COLLEGE SCHOLARSHIPS.

Awards range up to \$2000 annually, depending upon need. Applications, obtained from the Admissions Office of the Board of Christian Education, must be filed in November of the student's senior year in high school.

SAMUEL ROBINSON SCHOLARSHIPS.

\$300 each for students already enrolled who submit original essays and applications by April 15. Details are available from the college Religion Department.

EDUCATION ASSISTANT PROGRAMS.

Grants to \$1,400 for children of full-time religious leaders employed by a church or a judicatory of the United Presbyterian Church. Financial need determines the amount of stipend. The application deadline is March 1. This grant is not available to freshmen.

MINISTERIAL SCHOLARSHIP

Whitworth offers a \$400 tuition discount to students who are dependent children of regularly ordained pastors employed by Christian churches and who maintain a grade point average of at least 2.5. To apply, students should write to the Director of Financial Aid and include information verifying eligibility.

SCHOLARSHIP FUNDS

Lloyd M. Harder Memorial Scholarship Fund
Jane Bagnall O'Brien Nursing Scholarship Fund
Ingwer W. Thomsen Scholarship Fund
Jean Villars Memorial Music Fund
Mary Elizabeth Waltz Memorial Scholarship Fund
Ernest E. & Margaret Yenny Brown Memorial Scholarship Fund
William L. McEachran Scholarship Fund
Amos A. Bratrude Scholarship Fund
Ida B. Johnston Scholarship Fund
Grace A. Stayt Memorial Scholarship Fund
Pearl H. King Scholarship Fund
Indian Scholarship Fund
William Moir Scholarship Fund
Hammond Memorial Scholarship Fund
Mary E. Quackenbush Scholarship Fund
Frank and Helen Burgess Scholarship Fund
Philip C. Thayer Science Award Fund
William H. Cowles Memorial Scholarship Fund
John E. and Etna Ezzard Sheridan Memorial Scholarship Fund
Aimee E. Millhouse Scholarship for Young Men
Mrs. James McKay Memorial Scholarship Fund
Rev. and Mrs. Albert E. Evans Memorial Scholarship Fund
Glen and Dorothea Cotterel Scholarship for Foreign Students
Ethel Klein Culverwell Music Scholarship
Annie Ester Durham Scholarship Fund
Robert H. and Grace R. Gaines Scholarship Fund

Reader's Digest Scholarship Fund
 Jack McEachran Memorial Scholarship
 Rev. J. Renwick McCullough Memorial Scholarship Fund
 William Kay Memorial Scholarship Fund
 Winona Marjorie West Scholarship Fund
 Rev. John Gordon Memorial Scholarship Fund
 Mabel C. Willson Memorial Scholarship Fund
 Caroline Cooper Scholarship Fund
 Dorothy Myers Phillips Scholarship Fund
 Susie Rose Scholarship Fund
 Anna E. Neill Scholarship Fund
 Mave C. Olds Scholarship Fund
 William P. and Belle M. Ulrich Scholarship Fund
 Alice J. Benque Scholarship Fund
 Mary L. Mentzer Scholarship Fund
 Nelson W. Durham Scholarship Fund
 William J. Sanders Scholarship Fund
 Elma Ross Memorial Scholarship Fund
 Beth Thomas Scholarship Fund
 Journalism Fund in Honor of Mrs. Dorothy Dixon
 Elizabeth Ann Joyner Scholarship Fund
 Sara Lou Gammons Music Scholarship Fund
 William and Annie McEachern Memorial Scholarship
 George and Lyda Wasson Scholarship Fund
 Ethel Fairfield White Scholarship Fund
 Manifold Scholarship Fund
 Dave Barnes and Aubrey M. Leavitt Scholarship Fund
 Charles F. Koehler Memorial Scholarship Fund
 Alumni Association Scholarship
 Walter A. Stevenson Scholarship Fund

Arthur E. and Enola Loring Wake Scholarship Fund
 Alice Postell Alumni Scholarship Fund
 John A. Soule Memorial Scholarship Fund
 Young Life Scholarship Fund
 Howard Redmond Scholarship Fund



STUDENT LOAN FUNDS

Mr. and Mrs. Franklin Armstrong Student Loan Fund
 David Barnes Memorial Student Loan Fund
 George N. Beard Student Loan Fund
 Helen Grinnell Brown Music Scholarship
 Frances Gilbert Hamblen Memorial Loan Fund
 Elizabeth Hewit Memorial Student Loan Fund
 David L. Jones Scholarship Fund
 Anne E. Marshall Student Loan Fund
 Otis and Elizabeth Merritt Student Loan Fund
 Earl Oatman Memorial Student Loan Fund

Jane Bagnall O'Brien Nursing Loan Fund
 Josie Shadle Student Loan Fund
 Stevens-Swanby Student Loan Fund
 Sarah A. Stewart Memorial Student Loan Fund
 Ingwer W. Thomsen Student Loan Fund
 David and Emma Thorndike Memorial Student Loan Fund
 Vicker Rotary Memorial Student Loan Fund
 Dr. L. N. Williams Memorial Student Loan Fund
 Helen Bishop Herbage Memorial Student Loan Fund
 George T. Gregg Student Loan Fund
 Dr. C. L. Mood and Bettie Mood Memorial Student Loan Fund
 R. L. Ubers, M.D., Student Loan Fund
 Hulda Munter Senske Student Loan Fund
 J. Wilson Gowdy Student Loan Fund
 Bee Lawler Rhinehart Memorial Loan Fund
 Jim and Kathy Edens Hancock Memorial Student Loan Fund
 Manito Park United Presbyterian Church Student Loan Fund
 Mary Katherine Crim Student Loan Fund
 Charles W. Muir Student Loan Fund
 Martin Luther King Student Loan Fund
 Mr. and Mrs. James Harrison Memorial Loan Fund

GRADUATE STUDIES

The Whitworth graduate program has been planned to meet the needs of educators, youth leaders, guidance personnel, clergymen, and Christian Education workers.

The college offers the Master of Education, the Master of Arts in Teaching, the Master of Arts in Applied Behavioral Science, Master of Health Sciences, and the Master of Arts in Religious Studies degrees. Instruction is provided in 25 departmental areas and all of the programs have been planned to provide the candidate with a broad background of understandings which will give the student a foundation for some particular emphasis in the field which he/she has chosen.

Specific detailed information pertaining to master's degrees may be secured by contacting the Director of Graduate Study.

Application for Admission to



Section 1

The \$10 application fee should accompany this form.

1a. Beginning Freshman _____ Transfer _____ 2nd degree _____		1b. Will seek Whitworth degree: Yes <input type="checkbox"/> No <input type="checkbox"/>		1c. I wish to begin: 19 _____ Fall _____ Spring _____ Summer-Fall _____ Summer only _____ January Interim _____		1d. Plan to attend: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Evening	
2. Name Last _____ First _____ M _____ Mr. Miss _____ Ms. Mrs. _____				3. Former Name _____		4. Social Security No. _____ / _____ / _____	
5a. Mailing Address Number and Street _____ City _____ State _____ Zip _____						5b. Phone Area _____ Number _____ () _____	
6a. Permanent Address Number and Street _____ City _____ State _____ Zip _____						6b. Phone (if different) Area _____ Number _____ () _____	
7a. Date of Birth _____		7b. Washington resident? Yes _____ No _____		7c. Length of latest residence in Washington From _____ / _____ to _____ / _____ month yr. month yr.			
8a. Country of Citizenship if not U.S.A. _____			8b. Type of Visa _____		9. Child of deceased veteran? Yes _____ No _____		
10a. Military Veteran Yes _____ No _____		10b. Months active duty _____		10c. Separation date _____		11. Religious preference (optional) _____	
12. Ethnic origion: (optional) ____ American Indian _____ Chicano, Mexican or other ____ Asian American _____ Spanish Surname ____ Black Afro-American _____ Caucasian ____ Other _____				13. High School attending or last attended _____			
13b. Location of high school ____ City _____ State _____		13c. Date of Graduation _____		13d. If you don't intend to graduate from high school, indicate highest grade completed and last year attended Grade _____ Year _____ GED taken? When _____			
14a. Have you ever applied for admission to Whitworth College? Yes _____ No _____ Year _____ Term _____				14b. Have you ever attended Whitworth? Yes _____ No _____ Year _____			



Name _____

PERSONAL INVENTORY

*The Personal Inventory should be completed by all candidates for admission to Whitworth College and sent to the Office of Admissions.
Please answer in space provided.*

(1) Why have you chosen to apply to Whitworth?

(2) All students have expectations about what the college experience is going to be for them. What are some of your expectations concerning Whitworth?

(3) What is the most significant thing that has happened to you in the last year?

SECTION TWO

Beginning Freshmen Only

To Be Completed by High School Official. Please complete the following, enclose an official transcript and forward to Office of Admissions, Whitworth College, Spokane, WA 99251. Washington high schools may substitute the Washington Pre-College Test Data Sheet if the student has not completed the seventh semester. In case the applicant will need special consideration, a transcript should be included with the WPCT Data Sheet.

This will certify that

_____ will be _____
_____ was _____ graduated _____ month _____ year
Name of Student _____
_____ was not _____

He/She has a grade point average of _____ and ranks _____ in a class of _____ class average _____

Class rank and grade average above are based on grades 9 _____ 10 _____ 11 _____ 12 (Fall) _____ 12 (Spring) _____

Grading system _____ lowest passing grade _____ This school is accredited Yes _____ No _____
A = 4.0

College Aptitude Testing Data

1. WPCT taken Yes _____ No _____ WPC I.D. Number _____ Date taken _____
2. CEEB PSAT-NMSQT V _____ M _____ Sel. Score _____ Date taken _____
3. CEEB SAT V _____ M _____ Date taken _____
4. ACT Eng. _____ Math _____ Soc. St. _____ Nat. Sc. _____
Comp. _____ Date taken _____

Comments:

_____ Signature of High School Official	_____ Title
_____ Date	_____ Name of High School
_____ Address of High School	_____ () High School Phone if out of state

(4) In the last three years, what means (school, travel, activities, etc.) have you used for your most meaningful contact with other persons? Briefly describe that contact.

(5) How do you feel about the future of mankind?

We've developed a rating scale which we hope will help you give us some information about yourself as a developing person. Please be as candid as possible.

Instruction: Place an X at the place on the scale that indicates where you rank yourself on each of the categories.

	1	2	3	4	5	6	7	8	9	10
	LOW									HIGH
How would you rate:										
(1) Your ability to relate to people	1	2	3	4	5	6	7	8	9	10
(2) Your reading ability	1	2	3	4	5	6	7	8	9	10
(3) Your openness to new ideas	1	2	3	4	5	6	7	8	9	10
(4) Your ability to think precisely about important issues	1	2	3	4	5	6	7	8	9	10
(5) Your ability to study	1	2	3	4	5	6	7	8	9	10
(6) Your ability to express emotion (anger, sadness, joy)	1	2	3	4	5	6	7	8	9	10
(7) Your willingness to try new things (meet new people, etc.)	1	2	3	4	5	6	7	8	9	10
(8) Your ability to relate openly to a person of the opposite sex	1	2	3	4	5	6	7	8	9	10
(9) Your ability to express yourself in writing	1	2	3	4	5	6	7	8	9	10
(10) Your ability to be alone	1	2	3	4	5	6	7	8	9	10
(11) Your readiness for college	1	2	3	4	5	6	7	8	9	10

15. List all universities, colleges, community colleges attended in order of attendance (no exceptions).

Universities	Dates Attended		Degrees or Diplomas
	mo/yr	mo/yr	
1. _____	From _____	To _____	_____
2. _____	From _____	To _____	_____
3. _____	From _____	To _____	_____

*If you are still enrolled in a college, indicate when you plan to leave

Month	Yr.
_____	_____

16a. Intended major area of study

16b. If undecided, what subject area or career interests you?

17a. Name of father or legal guardian

Living? Yes _____ No _____

18a. Name of mother or legal guardian

Living? Yes _____ No _____

18b. Maiden name

17b. Address:

18c. Address if different from fathers

17c. Colleges attended by father

Degrees _____

18d. Colleges attended by mother

Degrees _____

17d. Father's employer and occupation

18e. Mother's employer and occupation

19. List your significant school and community activities and awards

20. Describe any special circumstances which you believe should be considered in connection with this application (attach an additional page if needed).

21. Do you plan to apply for residence hall accommodations?

Yes _____ No _____

22. Do you plan to apply for financial aid from Whitworth?

Yes _____ No _____

If yes, you need to submit the Whitworth Financial Aid Application and the Financial Aid Form from the College Scholarship Service before an award can be made.

I understand failure to submit complete official transcripts from all schools, colleges, or universities attended may result in the denial of this application or my subsequent dismissal from this institution. I certify that to the best of my knowledge, all statements I have made in the application are complete and true.

Name of Applicant (print)

Signature of Applicant

Date

Beginning Freshmen must complete Section 1 and leave this application with your high school counselor or principal, who will complete Section 11 and forward it to the Office of Admissions, Whitworth College, Spokane, WA 99251.

Transfer applicants with one full year of college work need not complete Section 11, but should forward the application to the Office of Admissions and have the registrar of each college or university previously attended send an official transcript to the Office of Admissions. If you have not completed one full year of college work at the time of making application please request a copy of your high school transcript to be sent to the Office of Admissions.

First Class
Permit Number 3440
Spokane
Washington

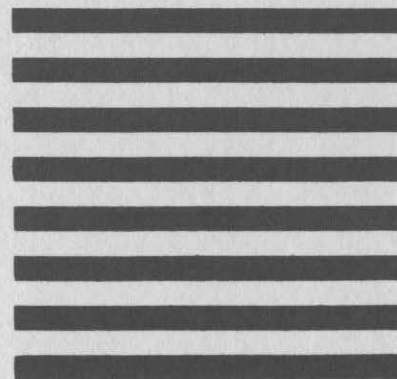
Business Reply Mail

No postage stamp necessary if mailed in the United States

Postage will be paid by:



Director of Admissions
Spokane, Washington 99251



INFORMATION

Information should be directed as follows:

Academic Affairs

Admissions

Center

Student Life

Student Employment & Career

Office

CS

Development & Public

Relations & Public

Relations

Academic Dean

Spokane, WA 99251

Concept and Design
Grant Jensen & Associates

Editor

Neil L. Clemmons

Art Photography

Tim Eaton, Richard Heinzen

Lithographers

Craftsman Printers

☐ I am interested in Whitworth College.

Date	Home Phone	Name		
	AREA CODE NUMBER	LAST	FIRST	MIDDLE
Home Address				
STREET OR BOX NUMBER		CITY	STATE	ZIP
High School				
NAME		CITY	STATE	
H.S. Grade Average		Month & Year of H.S. Graduation		

Anticipated College Concentration(s)

Please send me the following:

- ☐ Visitor Information Forms
- ☐ Course Descriptions (Know Book)
- ☐ Financial Aid Information
- ☐ Information about these departments:
- ☐ Information about skiing near Whitworth.
- ☐ Spokane and Pacific Northwest information.
- ☐ Price information about Whitworth T-shirts and other college store items.
- ☐

Please send information about Whitworth to the following people:

Name	Address	STREET	STATE	ZIP
Name	Address	STREET	STATE	ZIP
Name	Address	STREET	STATE	ZIP

This institution provides equal opportunity for all persons regardless of race and sex, in accordance with Title V Amendments of 1972, and Sections

DIRECTIONS FOR CORRESPONDENCE AND INFORMATION

Letters concerning various dimensions of the Whitworth experience should be directed as follows:

Matters of General Interest
Academics, Faculty Appointments
Admissions
Financial Aid
Student Life, Student Development, Housing
Student Employment, Placement

Teacher Placement
Spiritual Life
Athletics
Business Matters, Student Accounts
Transcript of Records
Public Affairs, Gifts, Bequests

Public Relations, News Bureau, Alumni
Summer School
Graduate School

Address
Telephone

President
Vice-President for Academic Affairs
Director of Admissions
Financial Aid Officer
Vice-President for Student Life
Director of Student Employment & Career Planning
Teacher Placement Office
Chaplain
Director of Athletics
Business Manager
Registrar
Vice-President for Development & Public Affairs
Director of Alumni & Public Relations
Associate of Academic Dean
Director of Graduate School

Whitworth College, Spokane, WA 99251
(509) 466-1000



www.colibrisystem.com

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